

DEVELOPING THE COMMUNICATIVE SKILLS OF PRIMARY SCHOOL STUDENTS BASED ON INTEGRATIVE TEACHING METHODS

<https://doi.org/10.5281/zenodo.17148943>

Isaboyeva Dilyora Zokirjon daughter

Kokand State University

Start drinking education department teacher

Keywords

method, methodology, integration, integrated lesson, innovation, communicative skills, methodology, knowledge, skills, competence.

Interdisciplinary models of organizing a communicative environment are aimed at the interconnected and systematic integration of educational content, methods and tools. Such models create conditions that stimulate meaning-making, reflection, exchange of ideas and social understanding through interdisciplinary connections in the learning process. For example, the “integrative-communicative learning model” involves activating the dialogue between the teacher and the student, implementing communicative tasks based on knowledge in different disciplines, and connecting the knowledge studied within each academic discipline with real life.

Interdisciplinary models connect several disciplines around a common idea, which helps the student form a complete, objective picture. In such models, information is analyzed not within the framework of one discipline, but at the intersection of several disciplines, as a result of which the student develops the ability to comprehensively understand information. In particular, the lesson on the topic “Water is the source of life”, which is based on the integration of natural science, literature and moral sciences, is organized on the basis of a modular model, which provides a simultaneous understanding of the natural properties, literary image and human value of water.

Interdisciplinary models establish subject-subject relationships in education, that is, students become active participants, thinkers and content creators. The learning process organized through models in a communicative environment requires personal conscious participation and ensures the understanding of each subject in relation to others. This ensures that knowledge is mastered not as independent segments, but as a whole system. Interdisciplinary models in the formation of a communicative environment allow for the integration of educational

content, the formation of thinking and communication skills in students, and the effective organization of the process of creating new meanings at the intersection of disciplines. Such models serve not only for deeper assimilation of knowledge, but also for the development of social interaction through communication.

A learning environment that is content-oriented and based on subject-subject relationships is the foundation for the formation of communicative activity and implies an interactive process based on cooperation between the student and the teacher. In such an environment, educational activity becomes not only the transmission of information, but also the understanding, reproduction and expression of relationships. A content-oriented environment encourages personal understanding, reflection, questioning and reaction to the content of education. A subject-subject relationship is based on the perception of the student as a full participant, not a passive recipient. In this approach, the opinion, thinking and personal consciousness of each participant are seen as the main goal. Creating such an environment in the educational process strengthens communicative skills, social awareness, meaning-making, critical and creative thinking. In this regard, PM Jacobson, describing the nature of educational communication, pays special attention to the formation of meaningful communication in the educational environment: "Meaningful communication in the educational process is an effective process based on cooperation and understanding between two subjects." ⁷⁵In an environment organized in this way, education is based on interpersonal influence, exchange of ideas, and cooperation in the path of enlightenment. This allows for the natural and effective development of communicative activity.

Didactic conditions that stimulate speech activity are closely related to the organization of the learning environment, the appropriate selection of teaching methods and tools. Such conditions require, first of all, the creation of a spiritual and psychological environment that serves to activate the speech activity of students. In stimulating speech activity, it is important, first of all, to give the student the opportunity to freely express his opinion, to have his views heard and valued. Communication in the environment respect and to trust based attitude of the students speech movements activates . At the same time, expanding the possibilities of expressing thoughts through various multimodal methods, that is, a combination of verbal and non-verbal means (table, diagram, picture, video), also stimulates speech activity. Through targeted questions and answers, role-playing games, problem situations, debates and case assignments, a didactic environment is created in which the student "cannot escape" without speaking. Participation in such activities ensures not only knowledge, but also knowledge through speaking.

⁷⁵ Jacobson P.M. Teoriya i praktika pedagogicheskogo obshcheniya. - M.: Pedagogy, 1992. - P.45 .

Another important condition for speech activity is the organization of education based on a reflexive approach, in which the student observes, evaluates, corrects and improves his speech activity. That is, the opportunity to observe thinking with a voice appears. This ensures the formation of thinking through speech. Another effective didactic condition for stimulating speech activity is the presence of interdisciplinary relationships, which expand the possibilities of thinking about different areas and enrich the scope of reflection. In general, didactic conditions that stimulate speech activity create the basis not only for the development of speech, but also for the social, spiritual and intellectual growth of the individual.

Ensuring communication in a departmental and socio-emotional approach requires the establishment of effective communication mechanisms between the teacher and the student in the educational process. Departmental communication is the process of conveying information in an orderly, logical and goal-oriented manner, while socio-emotional communication is the establishment of interpersonal relationships based on emotional, human values, communication based on trust and empathy. Communication is effective only when these two aspects are manifested in a harmonious and harmonious way. There are several important factors to ensure such a communication environment: clearly defining the goals and objectives of communication, being ready to listen and understand the person, paying attention to verbal and non-verbal cues, accepting diversity of views, creating an open environment for cooperation, and establishing an empathetic attitude through trustful communication. Each student will be ready for speech activation in an environment where he feels needed and valued. This allows for the implementation of the socio-psychological function of communication.

G.Rakhimova, highlighting these aspects of communication in education, emphasizes: "Communication, along with revealing the internal motives of social activity, plays an important role in forming a person's empathic abilities, providing a sense of spiritual satisfaction, developing the ability to make moral assessments and draw conclusions." ⁷⁶Organizing communication in a departmental and socio-emotional approach is one of the decisive factors in increasing the effectiveness of education and educating an active communicative person.

In an integrative-communicative learning environment, student activity is considered a central criterion of the educational process. Because in such an environment, the student is not just a learner, but also an active participant in the learning process, a meaning-creating subject. Therefore, in assessing student

⁷⁶ Rakhimova G.R. In education communicative relationships of formation psychological basics . - T.: Science, 2019. - B.44 .

activity, criteria such as his/her openness to communication, participation in the thinking process, ability to express independent views, level of creativity, and tendency to critical analysis play an important role.

Based on these activity criteria, the following indicators are formed:

- **communicative activity** - the student must be able to answer questions, participate in dialogue, be active in the group, and freely express their opinions;
- **cognitive activity** - the ability to understand the topic of the lesson, reason, analyze the opinions of others, and express opinions based on evidence;
- **initiative** - expressing new ideas, asking questions, drawing independent conclusions, and proposing solutions;
- **reflective approach** - ability to evaluate one's own speech and thinking, and willingness to make corrections;
- **social activity** - the desire to work collaboratively, the ability to listen to others, and the ability to accept diversity of opinions.

These indicators not only indicate the student's active participation in the educational process, but also determine his personal, social and academic development. Through the assessment criteria formed on the basis of this approach, the effectiveness of the integrative-communicative environment is determined, and an independent and responsible attitude is formed in students. Therefore, in modern education, the assessment of student activity based on the above criteria is recognized as one of the main criteria determining the quality and results of education.

The transformation of the role of the teacher in an integrative-communicative environment is a natural consequence of the modern educational paradigm. Now the teacher acts not only as a provider of knowledge, but also as an organizer of the educational process, a partner, a consultant, a facilitator, a motivator and a leader who supports personal growth. This transformation puts the subject-subject relationship in pedagogical approaches at the center, in which the dialogue between the teacher and the student takes the form of equal, partnership-based, active communication.

USED LITERATURE:

1. Abdelghani R., Oudeyer P.-Y., Law E. *Conversational agents for fostering curiosity-driven learning in children* // arXiv:2204.03546. 2022.
2. Chomsky N. *Aspects of the Theory of Syntax*. - Cambridge: MIT Press, 2005. - P. 4.

3. Duschanova NS Modern pedagogical approaches: comparative analysis. Academic Research in Educational Sciences . Volume 3, Issue 3, March, 2022.

4. Haiman G. Group communication in school environments. - New York: Palgrave Macmillan, 2015. - P. 67.