

RESEARCH ARTICLE

Forms Of The Pedagogical Process Aimed At Forming The Culture Of Communication In School Childrens

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Abstract

This article examines the theoretical and practical foundations of forming schoolchildren's communication culture in modern pedagogy. The work analyzes pedagogical forms that serve the development of schoolchildren's skills in interaction, speech etiquette, active listening, and nonverbal communication. The research results show that the role of communication culture in the social adaptation of a schoolchildren is invaluable.

KEY WORDS

Pedagogical process, subject-subject relations, communication skills, social trainings, pedagogical communication.

INTRODUCTION

Assessment of difficulties encountered in the process of interpersonal communication in certain situations is subjective. In most cases, difficulties arise in communication situations due to the absence of a goal, insufficient resources, and low self-esteem. Due to the indicated reasons, a state of self-doubt is observed in the subjects of the communication process. Self-doubt can be observed in every person. If this happens again, it, in turn, becomes an emotion. Gradually, it becomes firmly established as a distinctive characteristic of the individual. One of the main reasons that creates difficulties in communication in a number of situations of interpersonal communication is the inability to establish contact with the interlocutor. Small conversations that engage a person in conversation should begin with telling interesting and important events for the interlocutor.

Therefore, one of the leading skills in conversation is the ability to direct the conversation to interesting events that will become the subject of short conversations. Short conversations are often related to telling interesting stories for

the interlocutor. Because such conversations are related to the objective aspects of the interlocutor's personal life. The main goal of short conversations is to create a favorable psychological environment, foster mutual sympathy, and build trust. Such conversations may not have a general character for large-scale communication. Large-scale dialogues are planned and represent the purpose of a specific meeting. The topic of short conversations arises directly in the process of communication. For this, it is necessary to follow the following rules for organizing small conversations:

1. The topic of communication should not be too serious;
2. The topic of communication should not depend on difficult-to-solve issues, and it should not describe situations that cause concern to the interlocutor. Leaving such cases for large-scale dialogue;
3. The importance of starting a conversation with a question about events that are important in the life of the interlocutor. Of course, the person asking the question must also have

certain information about such a phenomenon;

4. Expressing positive thoughts about various events to the interlocutor, mostly describing the achievements, ideas, and personal characteristics of strangers. For example, "I really like the crowdedness of bookstores in the city, the sale of various books there, and even the fact that you can easily buy textbooks."

Scientific sources have substantiated that up to 50% of problems can be resolved through the process of communication. In communication, the most effective questions are those to which the subject of the process can provide a clear answer. The questions that participants in the communication process ask each other can be open-ended, closed-ended, or alternative in nature.

In scientific sources, it is substantiated that up to 50% of problems are solved in the process of communication. In the process of communication, the best questions are those to which the subject of the process gives a clear answer. Questions that the subjects of the communication process ask each other can be open, closed, and alternative in nature.

Closed questions are questions that are answered uniformly. For example, "Yes," "No," "That's right," "That's not right" For example, "Have you been to the Amir Temur Museum?" "No."

Open-ended questions are questions that are difficult to answer in one word. To answer such questions, the schoolchildren must have acquired certain knowledge, information, and facts, as well as possess a certain vocabulary. Such questions begin with the words "Why," "Why," "How." This, in turn, requires extended answers.

Alternative questions are of a moderate nature. It is also presented in the form of open-ended questions, for which the schoolchildren are given pre-prepared answers. For example, "What profession do you want to master and why?" "Did you independently choose the profession you want to master, or did you listen to the advice of your parents, teachers, and adults?"

In the process of communication, it is advisable to use questions that are interesting to schoolchildren's and that they sincerely answer. In some cases, alternative questions can be used with caution. For this, the communication process must be lively and free. It is advisable to use more closed questions to communicate with an interlocutor who enters into communication and freely expresses their opinion. For this,

the subjects of communication must clearly know what questions they will ask. In the process of asking open-ended questions, you can ask many things that are not related to it.

When schoolchildren always ask a question to their interlocutor, it is necessary to develop the skill of formulating this question in the form of a hypothesis. For example, instead of the question "Are you afraid of him?" it is recommended to ask the question "Do you sometimes have fear in front of that child?" It is not recommended to start questions with the following words: "Why do you do this?" "Why do you..." etc.

The most objective questions are those about information. Questions should not express pleading or blaming the interlocutor. If the person entering into communication is dissatisfied with the decisions or actions taken by their interlocutor, they should respond to this in the form of a polite affirmation. Such an attitude should never be expressed in the form of a question. It is required to explain to the interlocutor that it is important not to let the reader notice that they know in advance the answer to be given by asking similar questions. Usually, listening to the interlocutor while paying attention to personal desires and thoughts interferes with the rhythm of communication. In most cases, a superficial-minded interlocutor does not exist in practice.

To better understand your interlocutor in all aspects, it is recommended to use the technique of asking questions and listening to them: word-for-word repetition and expressing thoughts in a modified way are examples of this. Verbatim repetition allows one to reveal a certain part of the thoughts expressed by the interlocutor or the purpose of the phrase. Verbatim repetition helps the subject of communication to listen attentively to the thoughts of his interlocutor and requires attention to his conclusions without distraction. [1] Repetitions allow the interlocutor to understand that they are listening to him attentively. It is advisable to begin with concluding phrases so that the repetition of the thought and the emphasis are natural. "How I understood you...", "Do you think so...", "Indeed, it is so..."

Expressing thoughts in a different way, briefly outlining the main content of the interlocutor's speech, revealing the essence of the expressed thoughts introduces a productive, comfortable pedagogical and psychological environment into the communication process.

Another important method of forming a culture of communication in schoolchildren's is socio-psychological

training. This is a completely new scientific and practical method in didactics, and today it is one of the methods that allows for the intensive development of a culture of communication. The use of specific diverse forms of training allows for the intensive development of a culture of communication among schoolchildren's. Because trainings are a means of influencing the subjects of the communication process, directing them towards the development of certain knowledge, and improving interpersonal communication skills and experience. From a didactic-psychological point of view, these trainings have the following possibilities:

- formation of skills and abilities related to the culture of communication in schoolchildren's;
- making corrections, changes to the existing system of interpersonal communication skills, its improvement;
- Creating a personal perspective for the successful implementation of the communication process.

The results of the analysis of the influence of trainings on the formation of a culture of communication in schoolchildren's show that in the process of group work aimed at forming a culture of communication, schoolchildren's' knowledge in this area is expanded and enriched. At the same time, the schoolchildren receive more, deeper information about himself and his possibilities of communication. This information, in turn, develops in the schoolchildren the skills of observing values, tendencies, and rules of communication. All this indicates that training contributes to the harmonization of the communication process with the possibilities of schoolchildren development.

Indeed, the information that schoolchildren receive about themselves and their interlocutors during the training process allows them to realize themselves through deep emotional experiences and knowledge that has become experience.

A deep understanding of the possibilities of communication contributes to mastering its tools and results through training. The development of personality is carried out not only through the high-level construction of its structure, but also through the weakening of existing ineffective means. Thus, the formation of a culture of communication in schoolchildren is ensured by the selection and practical application of mutually compatible didactic forms and methods. Relying on aspects of communication based on personality-oriented subject-subject relations allows one to understand its parts in the form of subject-object.

As mentioned above, sociability, as a characteristic feature of a person, stems from the direction of their needs. Analyzing the socio-pedagogical conditions of sociability, it should be noted that its content consists not only of the ability to simply use language and other means of communication. This means the unified, holistic uniqueness of the individual, the unity of his feelings, thoughts, and actions, the expansion and development of a certain social context.

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