

## **ВЛИЯНИЕ ОСОБЕННОСТЕЙ ОБЩЕНИЯ НА ФОРМИРОВАНИЕ ВЗАИМОДЕЙСТВИЙ У УЧАЩИХСЯ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА**

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**Аннотация.** Статья посвящена изучению влияния коммуникативного характера на формирование взаимоотношений у учащихся младшего школьного возраста. В первую очередь приведены анализы исследований, проведенных зарубежными учеными по особенностям взаимоотношений и общения у учащихся младшего школьного возраста. Вместе с тем были проведены эмпирические исследования, направленные на изучение особенностей общительности у учащихся младшего школьного возраста, и изложен их анализ.

**Ключевые слова.** младший школьный возраст, взаимоотношения, коммуникабельность, организованность, взаимоотношения с окружающими, эмпатия, агрессивность, беззащитность, обидчивость, справедливость, правдивость, вежливость, трудолюбие, доверие.

## **THE INFLUENCE OF COMMUNICATIVE FEATURES ON THE FORMATION OF INTERACTIONS IN PRIMARY SCHOOL STUDENTS**

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**Abstract.** The article is dedicated to studying the influence of communicative characteristics on the formation of relationships in primary school students. First, an analysis of research conducted by foreign scholars on the characteristics of relationships and communicativeness in primary school students is presented. At the same time, empirical research aimed at studying the characteristics of communicativeness in primary school students was conducted, and its analysis is presented.

**Keywords.** primary school age, relationships, sociability, organization, interaction with others, empathy, aggressiveness, defenselessness, resentment, justice, honesty, politeness, diligence, trust.

In the process of joint educational activities, children establish certain relationships. After a few weeks at school, most first-graders lose their fear and embarrassment from

the mass of new impressions. They begin to pay close attention to their neighbor's behavior, establishing contacts with classmates who sympathize with them or show similar interests. At the first stages of orientation in a new collective, as a rule, some children generally exhibit character traits uncharacteristic of them (some are shy, while others are sociable). However, as relationships are established with other children, each student reveals their true individual characteristics.

A characteristic feature of the relationships between primary school students is that their friendship is, as a rule, based on commonalities of external life circumstances and random interests (children sit at the same desk, live in the same house, are interested in adventure literature, etc.). [2].

The content and nature of communication between younger schoolchildren and their peers are determined, as a rule, by the emotional-semantic dominant—the content of the leading spheres of life activity: cognition, play, and activity. It determines the predominance of certain aspects of communication, but does not limit its diversity. The topics of oral communication between primary school students and their peers are diverse. The conversations cover the following topics: studies, games, sports, nature, movies, television programs, books, family events, kinship relations, childhood, future, etc. Younger schoolchildren comprehend and discuss political (war and peace problems, events in the country, etc.), acute social (drug addiction, crime, etc.), age-specific (exchange, comradely relations, etc.), moral and ethical (norms of communication, behavior, etc.), everyday, family (shopping, clothing, events in the yard, etc.), personal (unpleasantness, health, etc.) and other issues. Children of this age are characterized by an interest in a person in all their manifestations [4].

Girls are very interested in topics related to man: his capabilities, abilities, the meaning of life, the lives of other peoples, and so on. Boys' communication is thematically more diverse, independent of school and academic affairs, saturated with extracurricular and extracurricular information, and linked to subject-specific activities. Boys often talk about sports and technology. Most conversations are about toys, movies, nature, and hobbies. Along with general topics in children's free dialogues, special ones are allocated that meet the interests of boys: about brave people, heroes, about struggle, military service, about the dignity of brothers, fathers, grandfathers, etc. Also, children's folklore occupies a significant place in the communication of boys: jokes, fantasies, anecdotes, secrets, scary stories, adventures, word and picture riddles, jokes, parodies, songs, and counting cards; these texts are, as a rule, transmitted to boys in oral form. Their narration turns out to be both entertainment and a way to transcend routine familiarity, a touch of the unusual.

According to many authors, communication with peers during the early school years plays a very important role in developing a child's self-esteem.

T. I. Yufereva's study examined the regulatory function of self-esteem in an experimentally created conflict situation with a group of peers. The study emphasized that as a result of communication activity, attention is focused on the person and their attitude toward themselves, which helps clarify perceptions of themselves and evaluate individual facts of their achievements [9].

In turn, T. V. Zinova investigated the dynamics of self-esteem in connection with peer evaluations and concluded that from the first to the fourth grade, the number of links between self-esteem and peer mirror evaluations, and between self-esteem scales and popularity ratings increases. That is, the higher a child evaluates their emotional well-being, the more popular and attractive they are in the eyes of their peers [3].

In her research, L. M. Shipitsina draws attention to the fact that if a schoolchild's position in the classroom is favorable: the student feels accepted in the group, feels sympathy from their classmates, and sympathizes with them, this, in turn, creates self-confidence. Dissatisfaction with relationships with classmates and the experience of being excluded from the group can serve as a source of serious difficulties in the development of a primary school student's personality.

Naturally, such a state negatively affects a child's self-esteem. The author also notes that the significance of communication between primary school students is not only that it expands their general horizons and contributes to the development of mental education, but also that by communicating with classmates, children learn to evaluate themselves and their peers [8].

It should be noted that the communication of primary school students with their peers changes significantly throughout the entire age stage. Thus, researchers note changes in the content, needs, motives, and means of communication, which can occur smoothly and gradually, while potential breakthrough manifestations and qualitative shifts are possible.

L.I. Bojovich describes the changing nature of relationships between children in his works. As mentioned earlier, comradely relationships among first-graders are established based on external circumstances, meaning children befriend based on the principle of proximity of contacts: they sit at the same party, live on the same street, etc.

Closer relationships between schoolchildren are already formed in the process of joint activity, for example, during academic classes or in the process of collective play [1]. However, as soon as the children's games or joint work are completed, the relationships

established on their basis also collapse. However, gradually, comradely relations become more stable and emotionally strong, as certain requirements for the comrade's personal qualities already arise. D.I. Feldstein, in turn, relies on a multi-level and multi-character assessment of the real socio-cultural environment in which a younger schoolchild is developing today, emphasizing that parental detachment forms a sense of loneliness and withdrawal in children, which negatively affects the construction of interpersonal relationships with peers [6]. In his opinion, the relationship between an adult and a child is quite complex and multifaceted, and it is not uncommon for adults to distance themselves from children. This is due to the fact that adults have not developed an objective attitude toward children as subjects of relationships.

This is not the only problem investigated by D.I. Feldstein; the author also touched upon the influence of such a factor as children's national affiliation in the communication of primary school students. In fact, until recently, students in Russian schools did not think about which nationality's children they would like to study, play, or befriend when choosing a companion for communication. However, according to D.I. Feldstein, the picture has changed in recent years: already 69% of 6-7-year-old schoolchildren, choosing a comrade, prioritize their nationality in terms of importance [7].

Unfortunately, more and more modern research in the field of interpersonal relations and communication processes in childhood indicates a lack of communication skills and interpersonal interaction skills in younger schoolchildren, primarily with peers, namely: - difficulties related to changing one's behavior, not knowing what to say and how to say it; - difficulties related to the misunderstanding and disapproval of the communication partner; - difficulties caused by the misunderstanding of the communication partner, i.e., insufficient formation of one's own perceptual side of communication; - difficulties related to experiencing dissatisfaction, even irritation, with one's partner; - difficulties caused by the child's general dissatisfaction with communication [5].

As T. V. Kalinina notes in her work, communication develops specifically within the family, starting from the neonatal stage, forming in direct interaction with parents, step-parents, and close relatives. In this regard, the author suggests that educators conduct active educational work with young parents, starting from the child's early age: organizing parent lectures, round tables, and training sessions that contribute to expanding communicative competence and mastering effective communication skills [4].

Of course, developing communication skills with peers is important at any age. But the primary school age is the most significant, as it begins to develop in preschool childhood, the development of interaction becomes conscious for the child in primary school, and the well-being of the adolescent's personal development will largely depend on how communication and interaction skills are formed in the primary school age. It is precisely in the early school age that a peer acquires individuality from the child's point of view, while an adult gradually recedes into the background, due to which the peer becomes a significant figure in communication and the child's various communicative qualities are formed.

The full satisfaction of an individual's need for communication also affects their work activity. The fact that people have the opportunity to talk to each other in this environment often increases a person's ability to work, especially in operations where work that is difficult to do while talking is performed side by side. A questionnaire was conducted in the group to assess the communicative characteristics of primary school students. The results of the methodology were analyzed in quantitative and qualitative terms. The results of the quantitative analysis are presented in tables and diagrams.

**Table 1.**

**Results on the methodology for determining an individual's communicative abilities**

| №   | Adjectives              | 4-синф |
|-----|-------------------------|--------|
| 1.  | Communication           | 68,6 % |
| 2.  | Organizational skills   | 49,3%  |
| 3.  | Interaction with others | 62,5%  |
| 4.  | Empathy                 | 36,5 % |
| 5.  | Aggressiveness          | 28,6%  |
| 6.  | Lack of protection      | 16,4%  |
| 7.  | Resentment              | 22,5%  |
| 8.  | Fairness                | 28,7%  |
| 9.  | Truthfulness            | 33,5%  |
| 10. | Kindness                | 13,3   |
| 11. | Hard work               | 42,4 % |
| 12. | Confidence              | 28,6%  |

From the table results, it can be seen that 68.6% of the subjects have developed communicative abilities. They are explained by the priority of the ability to interact with people and communicate. Among the subjects, organizational abilities accounted for 49.3%, which can be explained by the formation of social skills and a sense of



mutual respect. Interaction with others was 62.5% among the subjects, indicating a positive attitude toward others. The ability to empathize with the pain of others among the subjects was 36.5%, which is determined by the formation of the ability to analyze the mental changes occurring in them.

Aggressiveness is 28.6%. According to him, this is explained by the increasing sense of aggression in the majority of children.

Vulnerability among the subjects is 16.4%. According to it, it can be seen that self-defense skills have been formed in 4th-grade students. The quality of resentment among the subjects is 22.5%. The characteristic of fairness can serve as a criterion for injustice toward oneself in the attitude of adults toward them. Among the truth-telling subjects, this figure was 33.5%, and we can see that as age increases, instances of learning to lie occur as a result of the influence of those around them. The quality of courtesy among the subjects was 13.3%, and if initially the child showed courtesy toward adults, it can be explained by the subsequent formation of egoistic traits in the child.

From the analysis of the results, it can be seen that the characteristics of creativity and independence have an inverse proportion. Increasing the quality of independence in them leads to a decrease in obedience. Furthermore, an increase in children's independence leads to an increase in their determination. It can be seen that they can be characterized by an increase in their internal attraction to the surrounding things.

From the results of the methodology, it can be seen that diligence among 4th-grade students is 42.4%. According to him, every activity carried out with children is aimed at forming their labor skills.

The formation of self-confidence in the group of subjects is 28.6%. It can be seen from the results that as their life experience increases, the expansion of skills and imagination leads to an increase in self-confidence.

From the results of the methodology, it can be seen that an individual's communication skills play an important role in entering interpersonal relationships. It can also be explained by the fact that they have the ability to establish relationships with each other.

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