

THEORETICAL FOUNDATIONS OF THE METHODOLOGY FOR IMPROVING COMMUNICATION CULTURE IN PRIMARY GRADE STUDENTS

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Annotation: This work covers the theoretical foundations of the methodology for improving the culture of communication in primary school students. The study analyzes the content and essence of the concept of communication culture, its role in the personal development of students and its socio-pedagogical significance in the educational process. In the period of primary education, methodological approaches are theoretically substantiated, which serve to teach students to a speech culture, express their opinion clearly, form communication skills on the basis of mutual respect. Methodological directions and practical application options for improving the culture of communication are also considered.

Keywords: Primary education, culture of communication, methodology, socio-pedagogical foundations, communicative competence, speech culture, pedagogical approach.

Introduction. In today's educational process, the formation of a culture of communication in the process of bringing up the younger generation as a harmonious person requires special attention. Primary class is a period when the child's worldview expands, tries to express an independent opinion, and the socialization process is active. Introduction. In today's educational process, the formation of a culture of communication in the process of bringing up the younger generation as a harmonious person requires special attention. Primary class is a period when the child's worldview expands, tries to express an independent opinion, and the socialization process is active.

Therefore, when teaching students to a culture of communication: sincere cooperation between the teacher and the student; the use of interactive methods in the course of the lesson; respect in teamwork, tolerance, the formation of a culture of listening are an important factor. The culture of communication is not limited only to speech skills, but also has a direct impact on the emotional-intellectual development of the child, his activity in social relations and his maturation as a person. Creativity in education is the Education demanded by today's times. It is necessary that the younger generation, which we educate and educate, matures as perfect people who can not stumble on the threshold of life, independently solve the problems encountered on their own, easily use modern tools without hesitation, enter into communication with people without difficulty, hesitation, think freely and creatively, have a place in society as a person. Creativity in education is the Education demanded by today's times.

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Based on the nature of each subject, it is important to teach students to think creatively in the lesson. Free and creative thinking is manifested in the fact that a person enters into communication, freely states his opinion, is able to complement and make additions to his own opinion, perceives reality and expresses his views. But most readers are able to tell other people what they read, See, Hear tugul, who cannot give creative, free and independent views on these events. In the formation of creative independent thinking in students, more conversation in classes, communication, "what is your opinion on the event?", "How would you behave in such a situation?", "How do you assess the character's performance?", "What could have happened at this time?", "Why do you think the hero behaved like this?" with similar questions, it is very important to involve readers in the debate. Consider on the example of one lesson; the transfer of information on duty is determined by the event on this day, the full disclosure of the situation.

If a teacher gives assignments done in a couple or group, the student's ability to communicate what he thinks is right to his partner or other students in his group is also demonstrated through communication. Consider on the example of one lesson; the transfer of information on duty is determined by the event on this day, the full disclosure of the situation. If a teacher gives assignments done in a couple or group, the student's ability to communicate what he thinks is right to his partner or other students in his group is also demonstrated through communication. If one has to choose the most appropriate from within the presentations presented by the groups, each group will communicate with each other by describing their views to other groups. They argue, approve of their prepared work or express their attitude to the work of other groups. If there is a reading lesson, by reading the text into roles, skills are formed for students to express their attitude towards the heroes. They consistently state the sequence of events.

It is up to the teacher's skill to hear the opinion of each student to the fullest, to set an example of the most acceptable of the opinions. Through this, students learn to adequately assess the story, skills are formed to be able to freely express their thoughts. Whatever the freely expressed opinion, it is of great importance that the teacher can hear it to the end and involve other students in hearing the thought and expressing their relationship. It is up to the teacher's skill to hear the opinion of each student to the fullest, to set an example of the most acceptable of the opinions. Through this, students learn to adequately assess the story, skills are formed to be able to freely express their thoughts. Whatever the freely expressed opinion, it is of great importance that the teacher can hear it to the end and involve other students in hearing the thought and expressing their relationship. Because teaching others to listen to opinions requires attention and responsibility from the teacher. The reader who listens to the opinion of others fully perceives the story, expresses his attitude and, most importantly, does not repeat the opinion of the other. This does not mean accepting the bar of right and wrong thoughts with it. The most important thing is to be able to explain the opinion of a student who has made an incorrect statement that it is not correct, to direct it to correct thinking.

For example: take the story "The Potter and the disciple" from the 2nd grade reading textbook. Despite the fact that in the story The Apprentice teacher says "learn from the secrets of pottery for another year", he himself is persuaded to conduct a separate activity. While his work was at first walked, eventually the secrets of the vessels he made would cause him to quickly move away, leaving no one to buy. For example: take the story "The Potter and the disciple" from the 2nd grade reading textbook. Despite the fact that in the story The Apprentice teacher says "learn from the secrets of pottery for another year", he himself is persuaded to conduct a separate activity. While his work was at first walked, eventually the secrets of the vessels he made would cause him to quickly move away, leaving no one to buy. The disciple,

whose work is not walking, goes back to his teacher. As a result of the conversation over the story, most readers did not approve of the work of the disciple. But there were also pupils within the pupils who disapproved of some of Potter's work. "Wouldn't it be possible to teach the most subtle secrets of water-carrying pottery until his mentor always liked the grass? But there were also pupils within the pupils who disapproved of some of Potter's work. "Wouldn't it be possible to teach the most subtle secrets of water-carrying pottery until his mentor always liked the grass?", "There were also readers who expressed the view that" when the master had previously taught him to call the disciple to do so by blowing dry dishes and then glazing before giving them secrets, the disciple would not have been so tormented". The students went into the BAX with each other over their opinions. I directed readers to look at the story-scene with a sweeter look without saying anything wrong. I gave my readers insights into the fact that there is a time to teach and learn everything, that the disciple should never double the word of his teacher. When assignments are given to work in groups, students try to communicate their thoughts to their comrades.

In the process of working cooperatively, they hear and complement each other's thoughts, achieving the separation of the most optimal. As a result of the statement of an opinion, speech skills are formed, they are used to making an opinion in front of many, expressing their attitudes. It is possible to freely and independently describe the story in different ways. Vocabulary is polished. The more independent a person's thinking, the more initiative he becomes. The more free a person's thinking, the more sought-after, creative he will be. When the formation is carried out according to the mental, mental, physical capabilities of the younger generation, the child develops a sense of responsibility for his behavior. He will have his own opinion, his vision. independent a person's thinking, the more initiative he becomes.

The more free a person's thinking, the more sought-after, creative he will be. When the formation is carried out according to the mental, mental, physical capabilities of the younger generation, the child develops a sense of responsibility for his behavior. He will have his own opinion, his vision. A thinking person always justifies his views and defends them when necessary. In conclusion, therefore, special attention is paid to the upbringing of a harmonious generation of independent, creative-minded individuals in our country. Development of a methodology for improving the culture of communication in primary school students: requires the use of interactive techniques – discussion, “mental attack”, role-playing and creative training. Provides for strengthening the norms of etiquette in the process of communication by instilling national and universal values into the minds of children. The technological approach-through the use of electronic means, multimedia presentations, video and audio materials, makes it possible to form modern communicative competence in students. Family and school cooperation-the child's use of the same communication etiquette at home and at school, serves to strengthen a positive social experience. In conclusion, the improvement of the culture of communication in the primary class provides the basis for the formation of students in the future as an active, polite and open person in society, only if they are theoretically based and methodically carefully organized.

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