

Types of Relationship and Communication Culture in Primary Class Students and its Significance

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Abstract: In this article, the types and characteristics of the culture of behavior to form the skills of proper communication with children, to arouse children's interest in the environment, to form the child's receptiveness to communication in the context of the family, school, neighborhood concept. explained.

Keywords: Communication, culture, family, school, neighborhood, person, education, upbringing, environment, skills.



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Introduction

"We resolutely continue the state policy towards youth without deviation. Not only will we continue, but we will raise it to a high level that other countries envy. We will expand opportunities for young people." President Sh.Mirziyoyev expanded opportunities for young people in order to further increase the level of opportunities given in the state policy regarding youth. In order to effectively use these opportunities, we have developed the types and features of communication in order to further improve the culture of interpersonal relations, which is one of the current problems among elementary school students.

LITERATURE ANALYSIS AND METHODOLOGY.

Communication is defined as the interaction between two or more people in the exchange of information with a cognitive or affective-evaluative nature. Or: communication is a complex, wide-ranging process of establishing and developing relationships arising from the need for cooperation between people and consisting of information exchange, development of a unique way of interaction, perception and understanding of another person. process. This is the most complete and accurate definition of the concept of "communication".

The subject of communication psychology is the study of communication culture, communication techniques, communication ethics. In the dictionary of psychology, the concept of communication is given two different definitions:

1. Communication - the process of communication and its development required by the need for cooperative activity;
2. Communication is the interaction of subjects through the sign system. Communication (relationship) involves the exchange of information between the participants. This takes into account the communicative aspect of the relationship.

Communication takes place only between people. It is in the process of communicating and interacting with others that a human child becomes a person, acquires social experience and culture. People turn to language first when entering into a relationship. There is another aspect of communication. This is a joint action of the participants in the relationship - only with words in the speech process. It is possible to communicate not only by communication, but also by actions. The next aspect of the relationship is the ability of the participants to perceive each other. For example: through the

attitude of adults towards a baby, i.e. showing him a toy, touching him, caressing him activates his reactions to external influences, this reaction is also activated in children

during play. How you communicate with your child at home largely affects how the baby communicates with kindergarten teachers and teachers at school, how he communicates with the parents of his peers, and how he will interact with colleagues at work in the future. depends. The difference between a one-year- old child's perception of the world and a five- year-old child is huge. Therefore, never forget one of the main principles of communication between an adult and a child - you should always take into account the age of the baby.

RESULTS. So, it is appropriate if you treat your child according to his age and behavior. At each age you deal with a different being. The changes that are happening to your child are huge. His body, psyche, amount of knowledge about the world, character and aspirations are changing. The relationship between boys and girls in kindergarten has its own characteristics. Kindergarten is a place that gives a child the opportunity to communicate with his peers, not only to know the outside world, not to make an emotional assessment of the world. For example, if a boy cries, "don't cry, you must be a man", "are you a girl?" When girls climb a tree, children explain to each other by saying, "Don't climb a tree, you're a girl." In addition, children learn how to behave towards the close people around them, including teachers, mothers, fathers, brothers or sisters. In game activities, they show male and female characteristics.

DISCUSSION. In school-aged children, qualities of will are formed through game activities. Emotional stimulation of the child in the game gives a good result. Game activities ensure that children communicate with each other. Especially through role-playing games, it will be possible to determine the relationship of children to each other. Also, through the game, children are taught to care for others, to have the right attitude, and to satisfy the needs of treatment. The game helps the child to correctly understand the life of adults. The

need for communication is satisfied in the game. When the child breaks the rules of the game, he sincerely says, "I won't do that anymore." Girls communicate more with dolls, dishes (toys), and boys with various toys (airplane, ball, pistol, car, bicycle). they communicate. A person's view of reality,

things in reality, events, the principle of approach. A woman's virtue is revealed in her relationship with a child. When a person creates material wealth and a cultural monument, he shows his spiritual beauty in his attitude to work. Interpersonal relationships are objectively experienced, perceived relationships between people at different levels. They are based on the different emotional states of the people interacting and their psychological characteristics.

CONCLUSION. Communication is a process unique to humans. People have a desire to say something to each other during their activities. As people communicate, as their experience of relationships increases, qualities such as commonality, similarity and harmony appear between them, so that they understand each other at a glance or "half-sentence" of the same idea. becomes apparent. In some cases, the intensity of such communication causes the opposite reactions, such as getting tired of each other and having nothing left to say.

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