

THE PROCESS OF COMMUNICATION PROVIDES OPPORTUNITIES FOR THE PERSONAL DEVELOPMENT OF SCHOOLCHILDREN

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Abstract

This article examines the opportunities for personal growth of secondary school students in the process of communication.

Keywords: Personality of students, communication process, friendly relations, joint activity, communication skills.

Introduction

Communication between schoolchildren is an integral part of their lives. This is confirmed by all educators and psychologists who study this topic. After all, interaction with classmates and peers is the foundation on which a student's life and learning activities are built. And the characteristics of a student's behavior and activities depend on the quality and content of this interaction.

L.I. Bozhovich believes that children at primary school age are united by joint activities. However, at the age of grades 5-9, the attractiveness of classes and interests largely depend on how wide a social circle a person has with classmates.

The student's desire to gain and maintain the respect of his classmates makes him attentive to his thoughts and assessments. In adolescence, along with the development of group friendships, children begin to look for a deep and comprehensive friend. Communication with friends and classmates during this period has a significant impact on the intensive formation of a student's personality. Friends become active educators for him, exerting mutual influence. Therefore, when studying and analyzing students' communication, it is necessary to take into account not only their business, but also their personal relationships.

Friendship occupies a special place in shaping the communication culture of schoolchildren. During adolescence, children often feel confused, anxious, and insecure. They are in dire need of the support of their peers. During this period, they actively communicate with friends and comrades.

Therefore, friendship between students becomes an important tool in developing their communication skills. It helps to overcome the fear that is often inherent in children of this

age. Friendship gives them self-confidence, peace of mind, and the opportunity to share their most important feelings, joys, and worries with their friends.

Friendship between students is an invaluable experience that helps them develop positive qualities. Sometimes they seek to find friends who can help them express feelings that they find difficult to express on their own.

If this happens in a relationship with an adult, the student may have certain difficulties. In the process of communicating with their peers, students learn to better understand themselves, explore and control their feelings. However, it can be difficult for them to make critical judgments about other children their age, and it takes a lot of time.

Choosing a friend plays a crucial role in a student's life, as it helps them meet their inner needs. Close friends, like classmates, belong to the same environment as him, so their assessments of behavior largely coincide. As a rule, close friends become closer than just classmates.

They will be similar to each other in terms of mental development, social behavior, academic performance, social activity, and the ability to follow adult requirements. After all, students are friends with classmates who are close to them in spirit and have the same qualities. And in the process of this friendship, their moral values develop.

We tried to explore the relationship between students in the same class by inviting them to write letters to each other. As an example, we chose a group of friends consisting of five girls and five boys. Often, communication between group members who have gathered by chance does not bring them satisfaction. However, if the participants in the communication experience joy from this process, they openly express their feelings.

Every student, entering into communication, should be able to consciously express their satisfaction or dissatisfaction. They experience different emotions during communication.

In the process of communication, students always strive for the ideal of friendship. They answer this question themselves. We offered them tasks in which it was necessary to continue and finish the sentences. For example, one student wrote: "Friendship is something that lasts a lifetime and brings joy to a person's life." And another student expressed his opinion like this: "A person cannot live without a friend, just as the universe cannot exist without water." The main goal that students set for themselves when looking for a friend is the pursuit of security, understanding, and self—discovery. They want to understand their place in society and their future. This became clear from the results of the survey. The students noted that they would like the communication to relate more to their personal affairs and life.

They did not hide the fact that they were interested in discussing interaction between people, their past and plans for the future, the relationship between boys and girls, as well as relationships with friends and parents and their development.

At this age, children actively develop a desire to understand themselves and others. In girls, this process is more intense than in boys. Children can give useful advice based on mutual understanding.

The key aspect of mutual understanding is emotional experiences, which manifest themselves in accepting one's own point of view. Based on this mutual understanding, students can successfully participate in business conversations.



In the course of communication, students often share their experiences and talk about events that concern them. The desire to find a friend makes them dream about what the perfect friend should be. However, it is much more difficult to find such a person in real life. In the process of communicating with friends, students learn to understand the norms that govern human relationships. Such norms include deep and intimate relationships based on mutual trust and care. Without this process, the student will not be able to understand what real human intimacy means. In adolescence, friends become not only confidants, but also protectors, giving confidence and strength. Friendship opens up new horizons for communication and the realization of potential. Friends are a source of high self-esteem. Students expect them to evaluate their actions, qualities, and abilities as a person who becomes more important to them than the opinions of others. Friendship becomes the basis for the manifestation of personality, which, in turn, brings satisfaction and joy.

In the period from 5th to 9th grade, students actively develop communication skills. Each of them has a different need for communication. Some people strive for active interaction with others, while others prefer solitude and dream of fantastic worlds. However, in most cases, we can observe one of these two states.

Most students have a strong need for emotional contact with others. They tend to communicate with one or more friends, trying to spend more time together and getting valuable information from them.

It is noted that the most active in communication are the funniest and smartest peers. The student's ideals become a guideline for his behavior, as the world of equal classmates attracts with its attractiveness. In the process of communication, the student gets the opportunity to compare himself with others, enrich his experience, show his strength and develop skills. This communication opens up new horizons for him, allowing him to look at himself in a new way and evaluate his behavior. Self—esteem is a key factor in the development of each student.

Usually, students receive an assessment from adults, mainly from teachers. However, in the process of personality-oriented learning, especially during communication, which is an integral part of it, students begin to evaluate themselves.

In addition, they can evaluate their interlocutors, friends and parents. Gradually, they begin to take a critical approach to the behavior of others. Students strive to learn a lot from teachers and adults, so they form firm judgments about them. During communication, peers share feelings of empathy, pity, sadness, and joy with each other.

As can be seen from the above, friendship is an important tool for expanding communication during adolescence. In the process of friendship, students experience deep emotional attachments, which, in turn, helps strengthen interpersonal relationships. The pedagogical and psychological value of friendship between classmates lies in the fact that it helps students to understand each other better and at the same time opens them up. Friendship and mutual business communication are of great importance for the full development of a student's personality.



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