

Forming a Culture of Dialogue-Based Relationships in Primary School Students is a Social Pedagogical Necessity

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ABSTRACT

Recognizing the level of development of social relations among members of society as a key factor in the ongoing process of integration with the world community, the concept of international education set by international organizations and most countries until 2030 states: strengthening their interests”[2]. This, in turn, leads to the need to take into account the culture of dialogic relations in assessing the quality of primary education in cooperation with UNESCO.

KEYWORDS: *dialogue-based relationship, primary school, school students, social pedagogical necessity, culture, pedagogical process.*

Today, in the formation of a culture of dialogue-based communication in primary school students around the world, special attention is paid to the development of a culture of dialogic communication in primary school students in Italy, Sweden and France. The concept of dialogue-based relationships has been proposed by Shandong University. Dialogue-based relationships have been developed in the education systems of Brazil, Thailand, Malaysia, Indonesia, Colombia, and the United Kingdom, and are aimed at increasing the effectiveness of the learning process. Defining the national mentality and ethnic characteristics in the formation of a culture of dialogue-based relations, identifying pedagogical-psychological, didactic features of pedagogical processes aimed at forming a culture of dialogue-based relations in primary school students, improving pedagogical technologies of forming a culture of dialogue-based relations; - Special attention is paid to the formation of self-development competencies.

In the education system of Uzbekistan, the development of a culture of dialogue based on dialogue in primary school students is considered as an opportunity for members of society to think independently, to express their views and opinions. In this regard, special attention is paid to the issues of interpersonal communication and dialogue in further improving the system of continuing education, as defined in the Strategy of Actions for the Further Development of the Republic of Uzbekistan [5]. It was concluded that the support of the younger generation, the effective use of the education system plays a crucial role in mutual understanding, understanding of students, raising interpersonal relationships to a new level of quality. Therefore, the development of family, community and school cooperation in the formation of a culture of dialogue-based relations in primary school students, the creation of a didactic system for the formation of a culture of dialogic relations in primary school, theoretical and methodological substantiation and identification of didactic conditions is important.

The degree to which the problem has been studied. Theoretical bases and technologies of problem-based learning on the basis of dialogue were studied by scientists of our republic B.Adizov, R.Ibragimov, M.Mahmudov, H.I.Ibragimov, B.B.Mamurov, R .G.Safarova, as well as G.Davletshin, E.Gaziev in the psychology of creativity and creative thinking; Problems of development of creative abilities and cognitive activity of pupils are developed by G.Najmiddinova, H.Nazarova, N.Nishonova.

Although the use of theoretical foundations and technologies of problem-based learning to a certain extent, the development of students' creative abilities and cognitive activities has been studied by scholars in various fields, the didactic conditions of forming a culture of dialogue-based relationships in primary school students have not been studied.

The purpose of the study is to determine the system of formation of a culture of dialogic relations in primary school students, to provide a theoretical and methodological basis and to develop scientific recommendations aimed at forming a culture of dialogic relations in primary school students.

Research objectives:

- theoretical and empirical substantiation of the fact that the formation of a culture of dialogue-based relationships in primary school students is a social pedagogical necessity;
- identification of pedagogical and psychological features of the formation of a culture of dialogic communication in primary school students;
- organization of situations aimed at the formation of a culture of dialogic communication in primary school students and the definition of means, methods and techniques for the formation of this culture;
- to develop scientific recommendations aimed at forming a culture of dialogic communication in primary school students.

As the child steps on the school threshold, he or she assumes the position of a student. This position requires them to interact with their peers and teachers. During primary education, this relationship will have its own dynamics and laws of development. The student communicates with their peers through the teacher during the school adjustment period.

A distinctive feature of primary school students is that they are unable to distinguish between subjective and work-based interpersonal relationships in the community. In the early stages of the learning process, there is an expansion of communication compared to the preschool. This, in turn, is explained by the emergence of a new type of activity in students. This activity is an educational activity.

As they step on the school's doorstep, students enter into new social relationships. This requires them to acquire communication competence. This situation requires students to go through a certain adaptation process. Students will experience the experience of gradually entering into new social relationships in a new community. In this process, students are required to master the norms of social interaction necessary for daily activities. Because the norms of communication in the student community are somewhat different from those in the preschool.

At the same time, the composition of the people surrounding the student will also change. This requires the student to identify their relationship to those around them and interact with them.

The need for emotional communication is reflected in their attitudes toward teachers, peers, adults, and those younger than themselves. Communicating with adults helps them build relationships with their peers. Adult assessments of individual children provide a basis for students to interact with these peers.

Elementary school students only interact with each other when there is a specific foundation. Because this framework ensures the content of the dialogue, its stability, continuity and intensity. The emergence of age differences between the types of child communication is due to the fact that learning activities are related to play. This is especially true in grades 1-2. In grades 2-3, social activity is also integrated into this process. From the second half of the 2nd grade, the role and

importance of educational activities in the content of student communication decreases. As the range of topics of communication between them expands, educational work, games, TV shows, collections, pets, relationships between children, family events are widely discussed.

It should be noted that the vocabulary of primary school students is extremely rich. However, the skills to engage in dialogue are not sufficiently developed. In this period, informational dialogue is a priority in student activities. This is especially evident when a discussion-style dialogue emerges in the communication of primary school students.

According to the scope of emotional interests, friendly and fraternal relations are observed between primary school students. Elementary students enter into friendly relationships within the classroom. Friendly relationships are formed in the process of life activities organized by the teacher or between students by chance. Fraternal relations are the product of the rapid establishment of friendly relations. Communication between friends takes place during and outside the organized life activities of the class community.

Achieving social communication skills and friendships in groups of students is one of the most important factors in ensuring their development at this age. As a result of the gradual adaptation of students to school life, a system of personal relationships is formed between them. There are a number of situations that occur among a group of students who have no place in personal relationships in the classroom. Such students, for example, have difficulty communicating with their peers. As a result, they become belligerent, capricious, rude, and closed-minded. In most cases, they acquire negative qualities such as gossip, twisting, greed, jealousy.

Therefore, the establishment of a dialogue between students and students and between students and the teacher is an important factor in ensuring their effective development. To understand the interrelationships between students, a comprehensive analysis and understanding of the philosophical foundations of human spiritual existence is required. Using the method of dialogue, it is possible to understand the existence of an individual in the field of history and culture. These ideas allow us to understand the existence of human-to-human relationships from a new perspective.

Based on the results of historical and pedagogical analysis, in teaching students to dialogue, it is necessary to pay attention to their inner independence and rely on the idea of the need to gradually develop it.

The interaction of a person with others and with material possessions allows him not only to activate and mobilize internal forces, but also to use them in terms of composition, content and important intellectual point of view. Involvement in this process allows a person to compare their feelings and thoughts. This provides a sufficient basis for his self-awareness, control, and expression.

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