



**EFFECTIVE METHODS FOR THE FORMATION OF COMMUNICATIVE
CULTURE IN PRIMARY SCHOOL STUDENTS ON THE BASIS OF AN
INTEGRATIVE APPROACH**

Madina Thulkuni Turob Zoda

*Tashkent State Pedagogical University named after Nizami Pedagogy of primary
education chair teacher*

Nazarova Sarah Sadykova

Primary school teacher School-300 Tashkent city

Annotation: *This article covers the effective ways in which Primary School students communicate with people, that is, to form relationships through communication by complementing the knowledge of the sciences.*

Keywords: *communication, attitude, communication, communication, exchange of ideas, positive relations, integration, interdisciplinary connection, formation.*

In the reforms aimed at improving the educational system in our country, the integration of Education, Science and production is often mentioned. One of the important ideas is the need for the development of modern science and technology in continuous cooperation with the market economy and production. Therefore, the effective use of integration in the development of education is becoming an urgent task.

The law "on education on the issues of formation of Primary School students on the basis of an integrative approach to the formation of communicative culture" "on September 23, 2020, 2022-2026 in the "development strategy" of the development of the Republic of Uzbekistan and other regulatory documents set out the tasks of reforming the system of continuing education, which is the In particular, Article 9 of the Talim Act specifically states that the initial talim is aimed at the formation of the foundations of literacy, knowledge, qualifications and conics necessary for the continuation of General middle Talim in trainees[1].

The application of integration in education is helping as a leader for today's students to find their own solution to difficult situations such as science difficulties, overcoming excessive incomprehensible situations of topics, immersion of subjects in the Mind-U-consciousness of students. At a time when times are increasingly changing, changes and innovations are also being made to our education system. Including integration of subjects is required for teachers in general secondary education schools and many specialized school primary classes[3]. We decided to write an article entitled " formation of communicative culture in primary school teachers on the basis of the following integrative approach in order to contribute to the cause of the above problem situations and many other conflicts and elimination of shortcomings."

This article provides a brief explanation of such concepts as: primary education, primary class, integration, integrative education, communication, communicativity,



communicative mamadaniyat, colloquial Culture, Communication Culture, communicative formation, scientific worldview, development.

Primary education is the initial stage of Secondary Education. Primary education in the Republic of Uzbekistan is the beginning period of the first education of children in grades 1-4, their spiritual maturation. It includes grades 1-4, and reading begins at the age of 6-7. It is important to define the content of education in this[1].

Integrability is derived from the Latin "integroticization, completion", "integerbutun", integrable, which is the superposition, transformation, rounding of regular fragments or elements into a single whole[2]. Integration is not a mechanical Union of Sciences, this synthesis is the origin of something new, A Discovery. The connection of separate systems and the creation of a single new thing.

Integrative education provides an opportunity for a more complete and comprehensive picture of the world that surrounds us in the mind-imagination of students. Children are able to achieve their knowledge in practice in a clear and straightforward way of expression, since in this approach the fundamental essence of knowledge includes concepts such as the possibility of wide disclosure of the universe in one whole, in relation to each other[2].

Communicativity can have a culture of interpersonal communication, the ability to listen and hear the interlocutor, access to circulation and establish communication, collect information, establish various social relationships, and the appearance of Nonverbal Behavior[4].

The culture of communication implies the presence of certain character traits, such as respect for people, benevolence, sincerity, tolerance, etc. Communication culture also involves the development of specific characteristics such as politeness[4].

Politeness is a characteristic feature, the main content of which is the habit of observing certain rules of behavior in various situations of human communication, compliance with the rules of etiquette[4].

Although a differentiated case prevails in the progress of interdisciplinary engagement theory-integration in practice, interdependence further increases the social significance of science. Scientific research dedicated to solving the problems of interdisciplinary communication that have been carried out in recent years is a requirement of social life.

Through the scientific terms we have considered above and the appropriate definitions given to them, we can understand that even if it is passed on to teachers of the primary class, representatives of the younger generation of today, by integrating classes into each other, classes will be interesting, and students will form the knowledge and skills they need.

The process of integrating subjects into each other allows elementary school teachers to be incomprehensible, contradictory, difficult and boring, uninteresting and halos from many similar situations between teachers and students, which seemed a little difficult to solve or so difficult and became one of the pressing issues of today.

While teachers explain topics in the process of teaching elementary students, in these processes, they slightly bypass the topics in their book, and also find other subjects,



connection sides, and explain these places of connection to students in a simple and fluent language, in this case, the teacher achieves his goal. In addition, readers will understand the topic without getting bored without too much difficulty. To do this, it is easy and effective to achieve educational requirements, a work plan and a goal for oneself, if teachers read and analyze a topic that passes on this day, delineate sentences that are incomprehensible to students and a little confused, a little more complex, explaining these sentences on the basis of an interdisciplinary integrative approach.

While teachers form the formation of communicative culture in primary school teachers on the basis of an integrative approach in their lessons, first of all, it is darkor himself to have a communicatively formed, thoroughly mastered integrative lesson skills[5].

Today, in the process of teaching elementary students, we need to apply interdisciplinary integration on the topic of all ongoing textbooks.

It is necessary to explain and instill in the mind what an integrative approach is so interesting and memorable to elementary students.

The native language of Primary School students, in reading lessons, should also be integrated with the samples of folk oral creativity, since the child should be a bokhabar of the spiritual and educational heritage of the nation in which he lives[2].

Elementary school students should be able to explain the content of textbooks by adding more of our ogzaki heritage, such as Uzbek folk Proverbs, Uzbek folk riddles, quick sayings, instructive stories, parables, matals. Because representatives of the younger generation should receive very good thoughts from such instructive words to themselves.

It is the beginner who has difficulty telling any story that is assigned to the house in the textbook as a task. It is usually difficult to shed full light on the reasons for this, the fact that the subject does not flow well, the ability to tell the story is pleasant, the reluctance of classmates, and the lack of additional knowledge and independent thoughts on this topic. We will show the reader the methodology of explanation by integrating the topics that correspond to each other in the content of the following ICO and Natural Sciences and educational textbooks. The topic will come out more meaningful and interesting if the story in the 2nd grade mother tongue and reading literacy textbook[6] "The Ant's courage" is related to the topic "nature conservation" [7], given in Chapter 7 of the 3rd grade natural science textbook, that is, the story in the native language and reading literacy textbook is more broadly explained and

Ant courage. (Story.) It turns out that in ancient times there was a wide meadow, covered with various flowers and grass. It is home to a wide variety of insects, including sheep-goats, jackals, hedgehogs, turtles. One year, summer came very hot. There was almost no rain. In the scorching sun, the plants dried up and roared. On one such day, a meadow was set on fire. An unexpected fire panicked the creatures. Everyone starts running tumtarakai. Only one ant does not escape. From a spring near a meadow, he began to spray the fire, bringing water in dwarf mouths. The other creatures who saw the case said, " O Ant, have you eaten your mind?! Would the fire be extinguished with a particle of water that you bring? Leave it, save your soul! Then the Ant answered without stopping his fist:



- you say right, a particle of water will not extinguish the fire. But I want to try. Because this meadow is my homeland. I take this opportunity if I have the opportunity as a particle to preserve it. This statement of the Ant strongly influenced the people of the meadow. The creatures running to each side suddenly stop and follow the Ant. In the bucket of bees, in the beak of the Cuckoo, sheep-lambs rushed to extinguish the fire, bringing water in their mouths. It was as if it were raining from the sky when all the creatures turned their heads out of one collar and sprayed water on the fire. The fire was thus extinguished.[6]

Through the above story, we will be able to understand that love for the motherland, loyalty, affection, dedication, the struggle for the Motherland is the preservation of the Motherland, its particle soil is also a great blessing. How dear and holy is the motherland, forming such concepts as preserving it, abiding The Motherland, protecting the motherland, we are told that this story serves as a real power of encouragement, of course. Only, when, in the process of explaining this to elementary students, with fluent speech in a slightly simpler language, explained by the example of the Mother Nature that surrounds us, such sincere feelings and qualities in students begin to form more fully, since elementary students react to the above-mentioned concepts as opposed to a complex abstract words or an incomprehensible phrase. So we would not be mistaken if we tell teachers that our use of integrative approaches in processes like this will be an excellent light on light, that is, one of the ways that is desirable. As we integrate this story with the theme of "Nature Conservation" for elementary school students, in the process we are required to first explain that nature is also a part of the motherland, that we preserve the motherland by preserving nature. Because in elementary school teachers who have just stepped into the so-called Great Circle, such complex concepts hardly did not have time to fully develop, or, even if they understand, the ability to explain the essence of these concepts to their interlocutor is not formed, that is, communicative culture will not develop. Through the image of the ant, the hero of the above-mentioned story, elementary school students should realize how many ants, bees, sheep-lambs, cockroaches, turtles and other creatures a small meadow is a great space for, as much as a small insect will love its homeland, do everything it can for its homeland, even if the particle can afford it, The love for his homeland, thanks to his loyalty, when he knows that the particle of water that the Ant brought in his mouth is not capable of extinguishing an entire one-headed fire, the Ant takes advantage of all the possibilities he can, explaining this process to his compatriots in such a calm and instructive way that as a result, the remaining We can explain this process not only by the natural sciences, but also by proverbs such as "power in unity", "United self, uniting dust", "Oltovlon Ola Ola Ola Ola Ola Ola Ola Ola Topa Ola Ola Topa Ola Endi alaği", an example of Uzbek folk oral creativity, and these methods are among the very effective methods in the formation of communicative culture of elementary students. As long as we are hands on these and similar pedagogical methods, we will have made a great contribution to the growth of teachers both in our pedagogical potential and in the future of our students who provide and explain their opinion in a worthy way through their beautiful and figurative speech in all respects.



Readers will realize concepts such as homeland, Homeland stripping in one lesson itself, while also using independent thoughts when telling the story as a task to the House. Such an independent thought is given by a handsome orator in connection with the knowledge gained from other disciplines, the subject of which is the Natural Sciences. This is one of the most effective methods on the way to the formation of communicative culture in elementary school teachers.

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