

The Concept of Communication Abilities in Psychology

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ABSTRACT

The article is about the concept of communication abilities as the most important psychological component of the culture and communication of the elementary school pupils which was considered by domestic psychologists.

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Communication skills are the skills and abilities of a person that are activated when interacting with other people and influencing the success of this interaction. Any person who comes into contact with a child must remember a special responsibility when choosing an interaction strategy, since it is through communication that the child learns and forms a pattern of subjective information exchange [10,11]. E. Yudina believes that a highly competent adult in communication serves as the most likely model for a child. At the same time, he is perceived not only as a role model, but also the principles and style of communicative interaction demonstrated by an adult, the child identifies with natural ones and builds a subjective communicative style on their basis. Absolutely all areas of child development in their formation are based on communication with adults. Thus, a background is created that contributes to the development of speech, skills and abilities to listen to the interlocutor, think, analyze, systematize, isolate the main idea. Nevertheless, the task of communicative development in younger schoolchildren is not only the formation of the skill of formulating thoughts and understanding what is heard, but also the ability to proactively express, establish interaction, establish contact with others [14,20]. Modern psychological science began a relatively recent study of the interaction of training, education and communication skills (O. M. Kazantseva, T. A. Ladyzhenskaya, M. R. Lvov). Related methods had a significant impact on the development of theories and trends, including the theory of speech communication in psychology (A. A. Bodalev, B. F. Lomov) and the theory of communication or speech activity in linguistics and psycholinguistics (A. A. Leontiev, A. M. Shakhnarovich). The data from these theories made it possible to formulate important methodological approaches, namely: communicative, activity and complex [1,13,17]. Any kind of practical activity of the child is intertwined with each other, which actually denies its separate existence. For example, the result of the organization of a child's communication depends on his result of learning, while the learning process has an impact on communicative activity. It is obvious that teaching speech is impossible without taking into account the educational possibilities of communication. An important condition in the formation of communication skills is the child's ability to empathize, sympathize and the ability to find a common language [2,8,9]. It should be noted that not all communication with a child can lead to a positive development of his

personality, this is only relevant to communication, taking into account moral principles and generally accepted norms. One side of such communication should be aimed at fostering attention to others, and the other should give the child the necessary knowledge of the culture of communicative interaction [19]. The communicative component of communication between a child and an adult is largely determined by the peculiarity of the relationship between the participants in this communication. For example, during the educational process, at its early stages, a child cannot become an equal participant in the information exchange process, since he does not have a sufficient level of knowledge and experience. At this time, an adult takes the role of a bearer of experience, but it cannot be said that even early communication processes are one-sided. Modern conditions and the rhythm of life suggest that a simple narrative is not enough, there is a need to intensify one's own efforts for assimilation. Gradually assimilating a large array of data, the ability to operate them is formed, the child becomes an equal participant in communication, making a significant contribution to communication interaction through the exchange of information [3,15]. The problem in interpersonal communications is the interpretation of messages from an adult to a child and vice versa. First of all, the wording and content of the message are directly dependent on the characteristics of the personality of both subjects. Secondly, the transmitted message is transformed through the influence of individual typology, personal attitude and situation. It should be noted that communication skills are the ability to communicate effectively with other people. This allows us to formulate the following conclusions: The ability to communicate effectively cannot be considered regardless of individual characteristics that affect all spheres of life. Speaking about communication skills, it is impossible to limit ourselves only to the individual characteristics of a person. Not all communication skills are manifested properly and are necessary for the transfer of information. And also there is a special range of communicative abilities necessary for possession in a certain area of practical activity. For example, knowledge of oneself and others, correct perception and assessment of the situation, constructive behavior in relation to others and oneself [4,7,21]. Three aspects of communication form the basic groups for communication skills: – skills of interpersonal communication; – skills of perception and understanding of each other; – skills of interpersonal interaction; - the ability to transmit educational information; - the ability to use verbal and non-verbal means of information transfer; - the ability to organize and maintain a pedagogical dialogue. The process of knowing one person by another involves a general assessment, which is formed taking into account the experience of the first impression, individual characteristics, motive, intention, and non-verbal communication skills. And the process of knowing oneself involves an assessment of one's knowledge and one's abilities, an assessment of one's character and other personality traits, an assessment of how a person is perceived from the outside and looks in the eyes of others [6,16]. The skill of an appropriate assessment of the situation implies the ability to observe the current situation, the choice of informative signs, the correct perception of the social and psychological meaning of the current situation. Communication skills related to this feature include: - the ability to make contact with strangers; - the ability to prevent the occurrence and timely resolve conflicts and misunderstandings that have already arisen; - the ability to behave in such a way as to be correctly understood and perceived by another person; - the ability to behave in such a way as to enable the other person to express their interests and feelings. Communication skills are the individual abilities of a person that ensure interaction between people in the process of communication, the ability to find the right contact with students, as well as to establish an optimal relationship with them. [5,11]. The boundaries of primary school age coincide with the period of physical and psychophysiological development. For a child of primary school age, two aspects of communication are characteristic: with adults and peers. At the same time, the role and influence of these aspects remain unequal. In the case of communication with adults, the child acquires the role of a follower, assimilating significant criteria, purpose, motive, analysis. And in the second case, there is a kind of clash of problems of morality and ethics. It must be remembered that the interaction of a child with adults always, even with cooperation and friendship, takes on the character of a position of subordination, and in this position, moral standards and ethical principles are not always sufficiently tested. Only when interacting with peers, the child is equal in essence and form. Friends and comrades form the basis of the necessary natural environment for the younger student. For example, among this category, a junior student finds a role model, strives for it, and is engaged in self-education and development of the necessary personality traits [18]. Thus, we can conclude that communication skills are among the abilities that require development. In other words, there is a need to educate children in the skills of effective and successful communication and

communication interaction. It is required to start development in this direction as early as possible, using a wide methodological tool.

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