

THE IMPACT OF CREATING A COMMUNICATION-ORIENTED ENVIRONMENT ON THE EDUCATIONAL PROCESS

Kabilova Kamola – scientific supervisor

Teacher of the Termez State Pedagogical Institute

Abdukadirova Rayhona Odiljon qizi

Termez State Pedagogical Institute, Faculty of Preschool and

Primary Education 2nd year student of the Primary Education Department

Annotation: This study analyzes the impact of creating a communication-oriented environment on the learning process. Communication plays an important role in enhancing the exchange of ideas and interaction between students. Active teaching methods, such as group work and discussions, help to increase student participation in the learning process.

Keywords: communication, learning process, environment, active learning, group work, discussion, emotional environment, safety, exchange of ideas, social skills. critical thinking.

Introduction

The teaching process is important not only for imparting knowledge but also for ensuring the personal and social development of students. Creating a communicative environment plays an important role in increasing the active participation of students in the educational process and developing their ability to express themselves. This essay examines the impact of a communicative environment on the educational process.

Main part

Communication is the process of exchanging ideas and experiences between people. Communication in teaching is important as students exchange ideas with each other, ask questions and receive answers. In a communication-oriented environment, students have the opportunity to express their ideas freely, which increases their participation.

Active teaching methods are essential in creating a communicative environment. Methods such as group work, discussions, and open question-and-answer sessions encourage students to interact with each other. Through these methods, students learn from each other, develop their ideas, and gain deeper understanding.

DISCUSSION AND RESULTS

The emotional environment is also important in creating a communication-oriented environment. Teachers should create a comfortable and safe environment for

students, which will help students express their thoughts and share their experiences. When students feel comfortable, their participation and motivation increase.

Critical thinking skills are developed in a communicative environment. Students learn to listen to and analyze each other's ideas. This process increases their thinking skills and creates opportunities for innovative approaches to problem solving.

A communication-oriented environment helps students develop social skills. Students strengthen social relationships by working in groups, exchanging ideas, and interacting with others. These skills will also be useful in their future professional lives.

By nature, a human child has always felt the need to be in constant contact with the environment, to communicate with people, to enter into social life. As soon as the child begins to develop in the mother's womb, he begins to feel the environment through the mother's sensory organs. The first communication processes appear with the birth of the child. When the child is picked up, contact is established, and when it is put down, contact is broken. We can see the first simple communication processes of the mother with her child through these. Experts admit that the occasional patting of the child's head or patting on the shoulder by the parent is a means of ensuring trusting communication between the child and the parent. Our ancestors, who are representatives of the older generation, have always followed this rule in communicating with their children. The child's process of communication does not develop by itself, the main thing in this is clearly manifested in the game activity. At first, the child begins to develop speech slowly by naming toys, that is, objects. If at that time the parents do not help the child and teach him to say words, if they do not devote time to the child, the child will begin to lag behind his peers in speech development. Basically, a child's speech develops until the age of 7, and if the child does not enter the communication process until the age of 7, he may never be able to speak. There are words and phrases in the world that cannot be seen with the naked eye, which can only be understood through speech. (The main essence of the research of the Russian psychologist A. Pavlov on the "second signal system" is that if the signal coming from an object is the "first signal", then by imagining the image of that object through words, a "second signal" is created. The child's asking a lot of questions is a very good process.

The people who answer the child's questions, that is, the parents or, most often, the educators in the kindergarten, should be knowledgeable and capable people with good thinking. The more the child gets answers to his questions from the people around him, the more he will grow up as a person with a broad worldview and thinking. In the process of socialization, the child does not passively accept various influences (including educational influences), but gradually turns from an object of social influence into its active subject. During childhood, a person's identity is formed, the foundation for his self-image is laid. The child shows activity due to the presence of

needs in him, and taking these needs into account in the educational process helps the child develop activity. If educators force the child to sit quietly and not ask questions, such a child will succeed in forming a person who is incapable of social adaptation, helpless and passive. Freedom should also be given by the parents in the upbringing. He needs to be able to join his peers, communicate freely with them, and feel comfortable around them, and sometimes leave them to their own devices. As a child grows up, if the evaluation criteria (norms, rules accepted in society) that are instilled in him at school differ from the evaluation criteria accepted in dealing with his friends on the street, this will lead to the emergence of internal conflicts in his personality. The relationship between the child and his parents in the family also has a significant impact on the communication processes. Parents should establish proper communication with their child. It is necessary to attach great importance to the upbringing of a 3-year-old child, because at this age the child's main "I" begins to develop in the family. At such a time, children become very capricious and stubborn. They begin to try to do everything themselves. In the preschool period, play activity is of primary importance in the communication process of children. When children are playing, adults should communicate with them using the language of toys, but they should not speak their language in a childish way. This is because this leads to poor speech development in children and the appearance of speech defects.

CONCLUSION

Creating a communicative environment is essential to increasing the effectiveness of the learning process. This environment encourages active participation of students and allows them to freely express their thoughts. Through communication, students not only acquire knowledge, but also develop their social skills. Thus, a communicative environment should be considered as one of the main components of the educational process.

REFERENCES

1. G'oziyev E. Psychology: (Psychology of young people). Textbook for students of pedagogical institutes and universities.-T O'qittu, 1994.-224 p.
2. X term D . A (2010) problems of identification and equivalence of literature literature
3. Khatamova D.A(2019) sphere of reception of the term "artistic image" A young scientist. Kazan , 45, 283.
4. Khatamova D.A "HOOD JESTVENIYY OBRAZ" molodoy uchenyy (45) 386-389
5. Jurchevab T. V(2011) "Utinoy okhoty do kistroda i plastilina".
6. Akhmedova, MM (2021). The transformation of Russian prose of the century. Science and education, 2(4) 527-532
7. Pulatova, U.R. Ahmedova, MM The originality of the heroes in Russian literature of the century. EPRA international journal of research and development (IJRD) SJIFImpact factor, 6, 264-26