

## PEDAGOGICAL FACTORS OF FORMING THE CULTURE OF COMMUNICATION IN THE FAMILY

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**Abstract:** The article focuses on the relevance and necessity of forming a culture of communication as one of the components of social, communicative and speech development, which represents one of the main directions of raising children in the family. In order to determine the characteristics of communication culture, the content of observing children, education of communication culture, pedagogical factors of its implementation will be highlighted.

**Key words:** Speech communication, speech communication culture, development of speech communication culture, pedagogical support of speech communication process.

**Introduction:** Globalization processes observed in the world require the members of modern society to search for opportunities to live as a united civilization with the condition of preserving cultural and national identities. The clash of civilizations and the "washing" of national borders have an impact on attitudes towards national values in the context of the integration of world states. From the point of view of modern conceptual approaches, cultural differences in social relations are increasing as a result of the integration of the countries of the world. This indicates that a new modern socio-cultural situation is being settled in the world, and attention is being paid to the use of forms of cultural communication based on their national values among different peoples. In modern conditions, the need of a person to communicate with people of another culture is considered as an indispensable function of a person. Therefore, today there is a growing need to study the issue of forming a person who is ready for valuable communication, that is, a person who is ready for communication in time and space, on a scientific basis, and to improve the methodology of providing education to young people in educational institutions based on these principles.

**The level of study of the problem.** In our country, the problem of speech and communication etiquette, correct and easy socialization in the spiritual maturity of a person has its own long-term scientific research process. "Avesta" teaching [1], Urhun-Enasay inscriptions [2], "Holy Qur'an" [3], and hadiths contain valuable comments on the culture of interaction and communication between people. Also, thinkers such as Abu Nasr Farabi, Ibn Sina, Yusuf Khos Hajib, Amir Temur, Kaikovus, Jalaluddin Rumi, Husayn Koshifi, Alisher Navoi, Aziziddin Nasafi, Abdurauf Fitrat, Abdulla Avloni [4] in their scientific and literary heritage put this issue on religious and secular grounds. according to which they have thoroughly researched.

The problem of forming a child's personality in the process of communication is one of the issues that should be deeply studied by psychologists and pedagogues. In this case, communication can be expressed as a specific type of activity aimed at exchanging information between interacting individuals. It is of great importance in the development of the subject's psyche and the formation of rational, cultural behavior.

**Materials and methods of the research:** The development of humanity is related to the development of its skills of using words and speech. As the society progressed, the art of behavior, culture and communication also developed and increased in value.

It is known that speech and communication develop in the process of social relations. Because in society, when a child is surrounded by adults, peers, educators and different communities, he asks questions, observes, and thinks. He tries to understand life events, distinguish good from bad, adapt his actions to the needs of the times. Active communication and daily activities are also necessary for the development of the child's personality. Only with the help of activity and communication, the child interacts with the environment, through which his cognitive abilities develop, the level of

thinking increases, character qualities improve and mature. Children's relationships with their parents are emerging as central components of their socialization. That's why parents serve as a force that directs the child's interaction with others in a positive way as a subject of communication. On the contrary, when the parents protect their child's shortcomings in the relationship, they form a negative character towards the people who react to them, and as a result, the relationship becomes disproportionate to the social environment.

Children are taught to communicate from a young age, first in the family, and then in educational institutions. One of the ways to teach communication is training. The educator teaches the child to communicate by conducting various activities in the conditions of the preschool educational institution. First, basic manners, how to talk to adults, how to say hello, methods, ways to express gratitude are included.

New needs in the child's activity and communication cause intensive mastery of consciousness. A child's speech becomes more and more meaningful. Situational speech - the main form of speech of a child of preschool age gradually gives way to contextual speech, informative speech. Contextual speech is characterized by the fact that the interlocutor can understand the speech only on the basis of language tools, without relying on the situation. The context form of the speech ensures that the thought is fully expressed, in a logical correct sequence, and the use of new grammatical forms. According to its structure, contextual speech is close to written speech. An important feature of contextual speech is its discretion.

A positive attitude towards parents as the heads of the family creates an internal dependence on the attitude towards brothers and sisters, openness to communication. In this case, according to the educational influence of parents, remembering the Uzbek proverb "what one sees in a bird's nest" means that positive correlations are reflected in the above items.

Even the relationship with brothers and sisters serves for children to develop their cognitive functions, to develop a sense of respect for their elders, and to coordinate their behavior and actions.

In family relations, the child's positive attitude towards his parents as well as his brothers and sisters serves to ensure the adequacy of his attitude towards grandparents, openness to communication, and the adequacy of his behavior. Through this, the positive appearance of the relationship between siblings is the most important resource that serves to provide a relational environment for children.

The need for communication is often not satisfied, which leads to the development of increased anxiety, low and unstable self-esteem, difficulties in personal development, self-doubt associated with social-psychological adjustment.

During communication, children acquire the knowledge, skills and competences necessary for school education. Communication greatly influences children's various activities and behaviors. After talking about the family, the mother's cocktail, the children try to show their relationship to new people in practice. After one of these conversations, the little girl turns to the tutor and says, "It's my mother's birthday soon, what would you recommend to give them as a gift." Conversations about the means of mobility arouse a strong interest in transport vehicles. Both boys and girls carefully observe the cars moving on the street, ask a lot of questions in this regard, the content of children's creative games is significantly enriched. Introducing children to the environment, the toy program material forms the content of conversations: people's work, life, events of social life, nature, children's activities in kindergarten. Conversations about the work of adults in kindergarten help children to understand the content of activities of kindergarten workers. They will learn how to create comfort and coziness for all children with their work. Social life enriches imaginations of children's hometowns, kindergarten, family, preparation for holidays on the street from conversations on topics.

The program material that makes up the content of communication not only solves the problems of knowledge, but also has an educational value. When talking about the work of close

people, children tell them who their parents and other family members are and where they work. This strengthens and deepens children's feelings. Directs them to actively combine respect and attention to their loved ones.

**Conclusion:** It is known that the importance of national spiritual values in the upbringing of children in the family, the attitude of parents depending on the age of the child is one of the most important issues. In particular, it is emphasized that the child's attitude towards others depends on the moral level of the behavior between family members. At the same time, the most important time in raising children is their adolescence, during which supporting children's independence, "advising", even relying on them to solve some family problems strengthens the child's confidence in himself and his parents. Teenagers of this age cannot forgive any judgment about themselves and their parents. They are deeply affected by the shortcomings of their parents, brothers, and sisters. If a parent loses his authority in front of his child, he will not hesitate to raise a "rebellion" against them. In dealing with children of this age, it is important for parents to gain the trust and respect of the teenager.

During the first eight years of a child's life, based on the formation of individual characteristics and mental development, parents and educators in the formation of positive personal qualities in children at this age should use communication (understanding the situation of others and differentiating their feelings), empathy (in accordance with the situation with adults and peers) communication), expanding the level of benevolence, sincerity and creative (finding constructive ways out of complex situations, searching for practical solutions), in particular, attention should be paid to the development of active communication, initiative, creativity skills and competencies.

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