

## **Using Creative Tasks in Developing Communication Skills**

**Ozodova Madina Hamza qizi**

Doctoral student of Bukhara State University, 2nd stage

**Abstract:** This article discusses the use of creative tasks in the development of communication skills of primary school students and its close connection with the present time. In the development of speech and communication skills of primary school students, various creative tasks, pictorial texts, question-and-answer, game tasks and so on were discussed. In today's rapidly developing world, it is necessary to make efforts from the elementary school so that students can increase their vocabulary and express their opinion independently and freely without being shy when communicating. To do this, it is possible to develop their speech and increase their vocabulary by communicating more with students and conducting various interesting tasks. This ensures that the student's speech will be fluent and communicative in the future, regardless of what profession or profession he will acquire.

**Keywords:** Communication skills, speech development, vocabulary, creative task, primary education, school, method, conversation.

At present, there is increasing interest in the problem of communication in our country and abroad. In the conditions of the market economy, communication between people is of great importance. The qualities and qualities of a person are very important for the success of communication. Psychologist V.N. Myasishev deeply approached the issue of communication, studied it. While other scientists have studied communication in connection with speech communication, V.N. Myasishev studied communication as a process.

That is, it analyzes how individuals influence each other through communication, each other as an object of perception. According to him: "A person can show opposite qualities in different relationships." In particular, if a person has well-developed positive qualities (politeness, modesty, humanity, truthfulness, conscientiousness, etc.), the process of communication will go well. Because in order for individuals to understand each other correctly, for communication to be successful, they must be sincere. Sincerity is one of the most wonderful qualities of a person, it is a reasonable attitude to events, not to be influenced by different influences.

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 the formation of communication skills in the form of training. The educator teaches the child to communicate by conducting various activities in kindergarten. First, basic manners, how to talk to adults, how to say hello, how to express gratitude will be included. During school age and later, a person is taught to communicate through socio-psychological training. Communication can also be taught by working with speech. For example, tasks such as reciting a poem out loud, telling a story, also help in the formation of communication. It is easy to teach preschool children to communicate during play.

The level of his upbringing plays an important role in the formation of personal communication. For example, even if you use words that have a strong effect on a person, he may not accept or follow your instructions. Because he should acquire the culture of behavior from a young age. In the formation of communication, the goal should be set correctly.

Communication develops in the process of education and in various situations. For example, in the family, neighborhood, community, group. If the adults in the family are rude to each other, the child can imitate them and go to conflicts with others. In order to educate a fully developed, mature, perfect person (person), it is necessary to bring up young people to be free thinkers. So, communication is formed in an integral connection with thinking.

1. It is important to include game and non-game forms in teaching communication:
2. Introducing elements of informal communication into the lesson. Using didactic games at this time. In them, the role of dialogue organizer is played by one of the students, not the teacher.
3. Focus on the positive aspects of the answer. Students are specially taught to objectively evaluate the answers of their peers, while paying attention to the smallest detail, learning to highlight the most successful aspects of their peers' answers. Arguing how to overcome the shortcomings, influencing one student to tell the flaw to himself.
4. Schooling plays a big role in the growth of children's speech. At preschool age, a child speaks without thinking, and at school, the language he speaks becomes a taught and learned science.

In the process of reading and learning grammar, the phonetic aspect of the child's speech becomes correct, the syntactic structure of the speech improves. In the process of learning all the subjects taught at school, the vocabulary of the student's speech is enriched, the meaning of the words deepens and expands for him. Children's acquisition of written speech is an important stage in the development of their speech. The child tries to express his thoughts in written speech. When the student performs written work according to the teacher's assignment, he knows in advance that his work will be evaluated based on the language in which his thoughts are expressed.

The fact that the student, while preparing the task given at school, keeps practicing speaking this task to himself has a great impact on the growth of his speech. The speech of the teacher plays a big role in the growth of children's speech, because his speech is a model for students. Therefore, the teacher should work on improving his speech. At school, the number of actively used words for children increases. Mastery of written speech, reading and writing is a skill formed in the student's life.

Formation of young people's ability to freely express their independent opinion in the process of communication and their critical thinking is one of the urgent issues facing psychologists-pedagogues. After all, for critical and creative thinking of every person living in the 21st century, it is necessary to teach communication first. In order to teach teenagers to communicate, it is important to recommend them to read psychological and pedagogical literature, observe the activities of young people in the process of communication, determine the scope of thinking, and use psychological games, exercises, and training in this process. Children's speech grows directly under the influence of adult speech. Therefore, the teacher's speech should serve as a model for the development of students' speech. The formation of communication culture is realized in the educational process, in activities outside the classroom. In this case, the main issue is the scientific-methodical approach of primary education teachers to be able to pedagogically analyze the work of art.

Analyzing a work of art as a source of human, moral, aesthetic food is consistent with speech culture. The effectiveness of the correct use of fiction in educational work in primary education depends on the level of knowledge of the teacher, his level of specialized knowledge and the

skill of pedagogical analysis of each work. A teacher's ability to pedagogically analyze a work of art is a condition for the correct use of the educational potential of literature. The development of speaking activity of students of junior school age requires a creative approach from the teacher. Because the teacher observes the speech activity of his students and conducts questions and answers.

The formation of communication culture among students not only improves the process of primary education, but also requires an increase in the role of a moral factor in the development of society. Today, the formation of a culture of communication through the medium of fiction ensures the priority of personal development. Therefore, it is necessary to prepare the teacher for this work scientifically and methodically, to approach it creatively, to take into account the age and individual characteristics of the students, and to determine the content and methods suitable for them. So, formation of communication culture among students depends on teachers' pedagogical creativity, acquisition of scientific knowledge and methodical skills, and experience.

In short, fiction gives a great opportunity to develop the speech of the young generation and to cultivate the culture of communication. Positive and negative images in it leave an indelible mark on the hearts of students, so they understand and remember the true meaning of the topics. Because literature, along with providing information to a person, helps in forming the speech culture of the student, strengthening his behavior and morals. The important role of fiction in the development of students' oral and written speech skills, the factors that form the culture of speech and communication are shown.

### References:

1. Doniyorov M. Bo'lajak boshlang'ich sinf o'qituvchilarining nutq madaniyati haqida mulohazalar. Архив Научных Публикаций JSPI. 2020 y.
2. Doniyorov M., Mamarahimova N. Boshlang'ich sinf o'quvchilarining nutqiy madaniyatini shakllantirishda innovatsion yondoshuvning ahamiyati. Архив Научных Публикаций JSPI. 2020 y.
3. Hamzayevna, O. M. (2023). CREATIVE APPROACH IN DEVELOPING THE COMMUNICATION SKILLS OF PRIMARY CLASS GUARDS. *Horizon: Journal of Humanity and Artificial Intelligence*, 2(5), 55-59.
4. Mahkamov U., Tilabova N., Tilabova Sh. Pedagogik mahorat. O'quv qo'llanma.-T.:ToshDTU,2003-16b
5. Ozodova, M. H. (2024). SPEECH DEVELOPMENT OF STUDENTS IN MOTHER LANGUAGE CLASSES OF PRIMARY CLASS. *YOUTH, SCIENCE, EDUCATION: TOPICAL ISSUES, ACHIEVEMENTS AND INNOVATIONS*, 3(1), 76-82.
6. Yunus, Y., & Yarashov, M. (2023). Effectiveness of experimental work aimed at forming general labor skills in students based on gender equality and differences. In *E3S Web of Conferences* (Vol. 420, p. 06011). EDP Sciences.
7. Jobir o'g'li, Y. M., & Roziyabonu, S. (2022). 1-SINF MATEMATIKA DARSLARIDA GEOMETRIK MATERIALLARNI O'RGATISH. *THEORY AND ANALYTICAL ASPECTS OF RECENT RESEARCH*, 1(9), 132-137.
8. YARASHOV, M. (2022). Characteristics of International Integration of Sciences in Primary Schools. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz)*, 23(23).
9. Ярашов, М. Д., & Хамдамова, Х. (2022). МЕТОДИКА РАБОТЫ НАД РЕЧЬЮ УЧАЩИХСЯ В НАЧАЛЬНЫХ КЛАССАХ. *THEORY AND ANALYTICAL ASPECTS OF RECENT RESEARCH*, 1(9), 138-143.

10. Jobir o'g'li, Y. M., & Maftuna, S. (2022). BOSHLANG 'ICH SINFLARDA TA'LIM MAZMUNINING TAVSIFI. *THEORY AND ANALYTICAL ASPECTS OF RECENT RESEARCH*, 1(9), 144-147.
11. Jobirovich, Y. M. (2023). BUILDING COMPETENCES IN ORGANIZING PRIMARY EDUCATION CONTENT USING DIGITAL TECHNOLOGIES. *Horizon: Journal of Humanity and Artificial Intelligence*, 2(5), 763-766.
12. Jobirovich, Y. M. (2023). EXPRESSION OF DIDACTIC GAMES IN PRIMARY EDUCATION THROUGH DIGITAL TECHNOLOGIES. *Horizon: Journal of Humanity and Artificial Intelligence*, 2(5), 93-97.
13. Yarashov, M. (2023). BOSHLANG 'ICH TA'LIM FANLARINI RAQAMLI TEKNOLOGIYALAR ORQALI INTEGRATSIYALASH. *Прикладные науки в современном мире: проблемы и решения*, 2(8), 46-49.
14. Jobirovich, Y. M. (2022). BOSHLANG'ICH SINF MATEMATIKA DARSLARINI INTEGRATSIYALASHGAN HOLDA OLIB BORISHDA TA'LIM TEKNOLOGIYALARDAN FOYDALANISH. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 2(12), 19-23.
15. YARASHOV, M. (2022). BOSHLANG 'ICH TA'LIMNING DARS JARAYONLARIGA RAQAMLI TEKNOLOGIYALARINI TADBIQ ETISH VOSITALARI. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 15(15).
16. YARASHOV, M. (2023). Methodology of Application of Digital Technologies in Primary Education. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 30(30).
17. YARASHOV, M. (2023). The Place of Digital Technologies in the Education System. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 30(30).
18. Jobirovich, Y. M. (2022). TOOLS OF USING DIGITAL TECHNOLOGIES IN PRIMARY EDUCATIONAL COURSES. *EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE*, 2(4), 119-123.