

Factors for the Formation of a Culture of Dialogue-Based Relationships in the Process of Developing Education

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Abstract. *this article comments on the factors, requirements for improving the quality of education, improving the educational system with an emphasis on advanced foreign experience, the effective use of modern pedagogical technologies in teaching, especially adapting students from early, elementary grades to communication, taking education on the basis of friendly forms and methods.*

Key words: *diologist, culture, speech, process, Education, thinking, vocabulary.*

Introduction.

Until 2030, when it was adopted on education, the concept of International Education established such urgent tasks as “having a solid foundation of knowledge, developing creative and critical thinking, creating an atmosphere of interoperability.” This implies an increase in the productivity of creative thinking and interaction on the basis of the formation of socio - emotional skills and the acceleration of interactive education in those who receive education, including students of a small school age.

Teaching the young generation that is growing to this day to the culture of communication, dialogue-based relationships in students from primary education to the formation of culture, in particular, ensuring didactic conditions for perfecting dialogue-based knowledge in students of a small school age, the formation of socio-emotional skills and increasing the productivity of creative thinking and interaction on the basis of.

The importance of primary education in particular is extremely high in this, and this stage, as the foundation of general secondary education, is one of the main links that lay the cornerstone of the future maturation of students as perfect people. A lot of positive or negative characteristics in a person are formed in it precisely from this age, in particular, the culture of speech, which was instilled in the period of Primary Education, provides the basis for students to grow up with a high overall cultural level. Having stepped on the threshold of the school and occupied the position of a student, the child now becomes a necessity to independently establish interaction with his peers and teachers, to engage in communication. During primary education, this relationship has its own dynamics and laws of development, the adaptation of the student's personality to the school conditions and community, the introduction of communication with his peers is carried out through the teacher.

Materials.

Identities also begin to exude in a student's relationship with their peers, older and younger children. The success of communication with adults provides a convenient basis for them to engage in

communication with their peers.

V.Y.Kemerov believes that reciprocity is a phenomenon that represents the way things affect each other, which serves to reflect the differences between different objects. Alternatively, phenomena related to a person's life and activity also provide the basis for the development of his cognitive processes.

Within the framework of the concept of relationships, the direct and opposite effect of things and individuals on each other is expressed. The exchange of information between different objects, objects, people is reflected. The environment that surrounds it with the human body, cooperation between people, is also manifested in the framework of interaction. Therefore, interactions cover both direct and indirect effects between objects and systems. And in the social sphere, the main form of interaction is manifested in interpersonal communication and dialogue.

In Bogachinskaya studies, it is noted that interaction manifests itself as short conflicts and interruptions in social processes. That is why it is not true, in our opinion, to look at relationships as an initial conflict, they are situations of communication that are repeated regularly and are a social form of ensuring stability. It is with this in mind that in the study of reciprocity it is necessary to think in a holistic way not about a special relationship, but about its characteristics that ensure the regularity and consistency of processes in certain systems, sequences, specific times and times. They include such as the change of parties entering into relationships, their involvement, mutual adaptation of independent development.

Research and methods.

At the stage of primary education, the main form of communication is carried out as a collaborative activity. Collaborative activity is primarily manifested in students' conversations with each other within the framework of the topic of the lesson, but these conversations cannot cover the logical foundations, contradictory aspects of the essence of the topic under discussion. It also does not imply a change in the opinions of the subjects of the cooperation process.

G.Gasanova, having a dialogue character of a relationship and analyzing its social description in detail, comments on the fact that the main path of interaction in the mind is dialogue when entering into any contact with the world of culture.

Dialogue in its essence is the process of mutual exchange of views of equal interlocutors, that is, the process of exchange of ideas between a speaker and a listener, is formed from mutual conversation, questions and answers. The "Encyclopedia of pedagogy" explains that dialogue is a type of speech; it is a term that represents the speech of two or more individuals directed at each other, and is interpreted, among other things, as a dialogue between the teacher and the students, the student and the student.

In a dialogical conversation, not only the speech process takes a very important place, but also the situation. Not only the psychological and mental state of the persons involved in dialogical communication is of great importance, but also such as the situation in which the conversation takes place, the course of the speech flow, the role of the speaker and the listener in the conversation, attention to the topic of the conversation. Therefore, there are both colloquial and pedagogical types of dialogical communication, which occur in the form of at least two individuals' interaction in the form of colloquial communication. In this case, the speech activity of the first interlocutor will depend on the speech activity of the second interlocutor and the situation.

Z. Kholmatova noted that the appearance of age-related differences in the level of child communication occurs due to the fact that educational activities begin to take the place of play activity in the child's life. While the hegemony of these two activities is evident in students of grades 1-2, in grades 2-3 social activity is also combined into these processes. From the second half of the 2nd grade, the role, importance of game activities in the content of student communication decreases. And from grades 3-4, the circle of mutual conversations, topics of communication will further expand, topics and social topics related to educational activities, relationships between children, family events will begin to become the main topic of communication.

Results.

However, it should be noted separately that the range of topics of interaction of Primary School students is wide, although the vocabulary is extremely rich, the skills of entering dialogue are not sufficiently formed in them. This can be especially evident when dialogue in the way of discussion occurs in the communication of Primary School students.

According to the circle of emotional-emotional interests, friendly and brotherly relationships are observed among primary students. Elementary students enter into friendly relations within the classroom community. Usually, friendly relations arise either in the process of life-educational activities caused by the teacher, or by chance among students. Fraternal relations, on the other hand, are the product of the intensification of friendly relations, which take place during the joint educational and collective activities of the class community in the school setting and will continue beyond school.

Discussion.

Achieving students' mastery of social relationship skills and companionship in groups made up of their peers is one of the important factors that serve to ensure their development at this age.

As a result of the gradual adaptation of students to school life, a system of personal relationships also arises between them. In the composition of the class team, a number of unpleasant situations occur among a group of students who have not found a place in socio-personal relationships between classmates. Such readers have difficulty communicating with their peers, and as a result, they remain belligerent, capricious, rude and closed. In most cases, negative qualities arise in them, such as callousness, Gossip, gerrymandering, misery, feverishness.

It seems that the social relationship between the student himself and his peers is an important manifestation of development at the stage of primary education, and it is their productive factor to create dialogue between students and students and between students and the teacher.

Primary school students also have their own pedagogical-psychological features of the formation of a culture of dialogue-based relations, which are:

in primary school students, the culture of dialogue-based relationships is formed in the educational process and manifests itself as the content and level of their approach to social life;

the formation of a culture of dialogue-based relationships in primary school students performs the role of an important factor in their maturation as the level of activity being organized on the basis of socio-moral requirements;

the ideology of society is formed in a pedagogical process based on an increase in social activity, which depends on the content, idea, directions and scope.

There are also a number of specific factors of activation of dialogue-based interpersonal culture, which are:

subjects affecting pupil activation;

individuality of personality social activity;

the social environment that caters to the reader;

student-youth is made up of educational institutions and others that inspire an incentive to increase their activity.

Conclusion.

Therefore, access to dialogue allows students to be brought into new social pedagogical situations. Dialogue is widely used in all types of educational and social situations organized by teachers.

The occurrence of situational processes based on a large-scale game in the process of certain training (such as a team of football players, volleyball players) leads to the formation of a group of friends of a stable nature. In this, there is a gradual stabilization and expansion of groups. In particular, in grades

1-2, the number of students in such groups is not very high. They are initially 2-3 students, and 4-5 students when they go to the third grade. It seems that stability is an important factor in the expansion and strengthening of friendly contacts of group members.

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