

## Ways of Communicating with Children Under Six Years of Age

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**Abstract:** The article describes the specific features of communication with children under six years of age and the forms of communication with them.

**Keywords:** contact, sound, preschool age, social role, perceptive, verbal, non-verbal communication.

Any activity requires people to get along with each other, transfer various information to each other, and exchange ideas. Therefore, the position of each person in society, the success of his work, and his reputation are directly related to his ability to communicate.

In the behavior of children, it is expressed when adults negatively evaluate their actions, scold and often comment, when they start to get upset. If children under the age of three or four, as a rule, do not respond to the comments of adults, at an older age they are already waiting for evaluation. It is important for them that adults not only pay attention, but also praise their actions and answer their questions. If the child is reprimanded too often, constantly emphasizes his incompetence or inability to do something, he loses interest in this business and tries to avoid it. The best way to teach a preschooler something, to get him interested in some kind of activity is to encourage his success, praise his actions. For example, what if a five-year-old child cannot draw at all? Of course, you can objectively evaluate the child's ability, constantly comment on him, compare his bad drawings with good drawings of other children and encourage him to learn to draw. But from this he loses interest in drawing, he refuses the lesson, which causes constant comments and complaints from the teacher. And, of course, in this way, he not only does not learn to draw better, but also avoids this activity and does not like it. Or, on the contrary, by praising the child's most insignificant successes, you can build and maintain confidence in his abilities. Even if the drawing is far from perfect, it is better to emphasize its minimal (if not existing) advantages, to show the child's drawing ability, than to give it a negative assessment. Encouragement from adults not only instills self-confidence in a child, but also makes praiseworthy activities important and beloved. The child tries to draw better and more, trying to maintain and strengthen the positive attitude and respect of adults. And this, of course, is more beneficial than the fear of the words of adults and the consciousness of one's own incompetence.

According to scientists, the mother should hold the child at least 30-35 times a day in order for the child to develop psychologically. It is worth saying that the mother's need to touch the child remains throughout life and is recognized as one of the means of education. Experts recognize that from time to time patting a child's head or patting him on the shoulder is a means of ensuring reliable communication with him. This practice has been known in our nation for a long time, and our fathers, especially our grandmothers, who are representatives of the older generation, certainly followed this rule when communicating with their children. A child first expresses his interest in subjects by addressing adults. Gets the help he needs by using speech. Here, it is important what demands the adults make of the child. If adults communicate less with a child, his speech may lag behind in development. The need for communication does not develop in a child on its own, but grows through the communication of adults on subject activities. Correct communication by adults forms the need for communication in the baby. The child's communication is reactive (passive) or active (active). A child's communication with adults begins with looking at the face and eyes of adults. At the age of one and a half to two months, the child responds to adults' smiles with his own laughter. The development of speech in early childhood is carried out in two different ways: through the understanding of adult speech and the formation of a child's personal active speech. Mother's communication with the child is

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carried out not only through words, but also through facial expressions, gestures, pantomime, tone and situation. These serve as signals for action. If a child learns to grasp, put things in his mouth, and open them before the age of 3, the process of acquiring knowledge will begin to be faster and more effective after the appearance of speech. There are words and phrases in the world that cannot be touched by hand, cannot be seen by the eye, which can be understood only through speech, which is considered a "second signal system".

Communication of children of primary school age: When the child reaches school age, their relationship with each other acquires a new meaning. If the child used to communicate with his parents, peers in the group, educator, now he also communicates with the school teacher, the head of the class.

Children develop a sense of responsibility during this period. At this point, we believe that it is permissible to focus on the issue of children's readiness for school. In science, there is a period of crisis called "age 7 crisis". This period is associated with the confirmation of the child's "I" among peers. In addition, at the age of 7, qualitative changes occur in the child's cognitive processes (intuition, perception, memory, imagination, attention). Instead of the fragmented, unstable attention in the child, stable attention begins to form, and memory is strengthened. . The pedagogue chooses the method of dealing with preschoolers in the seventh year depending on the characteristics of the children's behavior, their ability to communicate with their peers and adults. children who are afraid of the classroom; children who are too shy to answer and therefore appear to be ignorant or non-listening learners. The teacher should approach each of them in a different way with patience and benevolence. The teacher cannot be allowed to work with his students in an authoritarian style, it is very important to have a positive attitude towards him with kindness. . Schooling plays a big role in the development of children's speech. At preschool age, the child speaks without thinking, and in school, the language the child 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 content of words deepens and expands. 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 opinion is expressed. The fact that the student, while preparing the task given at school, keeps practicing to speak this task to himself has a great impact on the growth of the student's speech. The teacher's speech plays a big role in the growth of children's speech, because his speech is a model speech for children.

Below we draw conclusions based on our observations and scientific research. If a child is regularly criticized, he learns to hate it. If a child lives in an atmosphere of enmity (enmity, conflict, hostility), he will learn to be aggressive. If a child is regularly teased, he will become silent and introverted. If a child grows up hearing only reprimands, his self-confidence will be lost.

So, in order to make the growing young generation a talented and necessary person for the country, it will be appropriate if parents and teachers-mentors work together.

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