



THE DEVELOPMENT OF COMMUNICATION AND COMMUNICATIVE SKILLS IN PRIMARY SCHOOL STUDENTS

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Abstract

The article examines the development of communication and communicative skills in primary school students as a central component of their overall personal, social, and academic growth. Communication is not only a linguistic process but also a social and psychological activity that shapes the ability of young learners to interact effectively with teachers, peers, and the wider community. At the primary level, children acquire fundamental language patterns and interpersonal skills that serve as a foundation for future learning and self-expression. This research emphasizes the pedagogical importance of structured approaches to communication, focusing on classroom dialogue, cooperative learning, and play-based interaction. By analyzing contemporary pedagogical theories and practical strategies, the study highlights the necessity of fostering both verbal and non-verbal communicative competence from the early years of schooling. Attention is also given to the role of teachers in modeling communication, designing interactive tasks, and creating a supportive environment where children can practice dialogue, negotiation, and conflict resolution. The research suggests that communicative development is a dynamic process that requires continuous reinforcement through purposeful teaching methods and social engagement. The findings are relevant for educators, methodologists, and policy makers aiming to improve pedagogical strategies and ensure holistic education for primary school students.

Keywords: Communication, communicative skills, primary school students, pedagogy, language development, interaction, teaching methods.



**KICHIK MAKTAB YOSHIDAGI O'QUVCHILARDA MULOQOT VA
KOMMUNIKATIV KONIKMALAR RIVOJI**

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Annotatsiya:

Maqolada kichik maktab yoshidagi o'quvchilarda muloqot va kommunikativ ko'nikmalarni rivojlantirish ularning shaxsiy, ijtimoiy va akademik o'sishining markaziy tarkibiy qismi sifatida ko'rib chiqiladi. Muloqot faqat til jarayoni emas, balki o'qituvchi, tengdoshlar va kengroq jamoa bilan samarali hamkorlik qilish qobiliyatini shakllantiruvchi ijtimoiy hamda psixologik faoliyatdir. Boshlang'ich ta'lim bosqichida bolalar keyingi ta'lim va o'zini ifoda etish uchun asos bo'lib xizmat qiladigan asosiy til birliklari va shaxslararo ko'nikmalarni egallaydilar. Tadqiqotda muloqotni rivojlantirishda tuzilmaviy yondashuvlarning pedagogik ahamiyatiga e'tibor qaratilib, sinfdagi suhbatlar, hamkorlikdagi ta'lim va o'yin asosidagi interaktiv faoliyatlar tahlil qilingan. Zamonaviy pedagogik nazariyalar va amaliy strategiyalarni o'rganish orqali tadqiqot muloqotning og'zaki va og'zaki bo'lmagan shakllarini maktabning dastlabki yillaridan boshlab rivojlantirish zarurligini ko'rsatadi. Shuningdek, o'qituvchilarning muloqotda namuna bo'lishi, interaktiv topshiriqlarni ishlab chiqishi va o'quvchilar muloqot, kelishuv va nizolarni hal qilishni mashq qilishi uchun qo'llab-quvvatlovchi muhit yaratishidagi roli ham alohida ta'kidlangan. Tadqiqot natijalariga ko'ra, kommunikativ rivojlanish bu maqsadli ta'lim metodlari va ijtimoiy faoliyat orqali uzluksiz mustahkamlashni talab qiladigan dinamik jarayondir. Topilmalar pedagogik strategiyalarni takomillashtirish va kichik maktab yoshidagi o'quvchilar uchun kompleks ta'limni ta'minlashga intilayotgan o'qituvchilar, metodistlar va siyosatchilar uchun dolzarbdir.

Kalit so'zlar: muloqot, kommunikativ ko'nikmalar, kichik maktab o'quvchilari, pedagogika, til rivoji, o'zaro hamkorlik, o'qitish usullari.



INTRODUCTION

In the contemporary educational landscape, the development of communication and communicative skills among primary school students has become one of the most important objectives of pedagogy. Communication is a fundamental human activity that allows individuals to express ideas, share emotions, and build relationships, and for young learners, these skills determine not only their academic success but also their ability to participate actively in social life. The primary school stage represents a sensitive period for language acquisition and socialization, as children are particularly receptive to new experiences and forms of interaction. It is during this period that they learn to express their thoughts clearly, listen attentively to others, and engage in meaningful dialogue. Without these foundational abilities, their progress in both academic and personal domains may be significantly hindered.

The modern emphasis on student-centered education further underlines the importance of communicative competence. Traditional models of teaching, which were largely based on rote memorization and passive learning, often failed to address the necessity of effective interaction between students and teachers. Today, however, educational systems are shifting towards active learning, where dialogue, cooperation, and critical thinking form the basis of the learning process. For primary school students, this means that communication is not simply an additional skill, but rather an integral part of all educational activities. Through group projects, role-playing, and interactive discussions, children are able to practice both verbal and non-verbal communication, strengthening their confidence and self-expression.

Moreover, the rapid development of technology and digital tools has introduced new dimensions of communication that influence even the youngest learners. While these innovations offer opportunities for expanding horizons, they also raise concerns about reduced face-to-face interaction. Thus, schools are tasked with finding a balance between traditional interpersonal communication and the responsible use of modern communication platforms. Teachers play a crucial role in guiding this process, as their methods of instruction, personal communication style, and ability to create an open classroom atmosphere significantly affect the communicative development of students.



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Overall, the introduction of communication and communicative skills at the primary level is not merely a linguistic exercise but a holistic pedagogical strategy. It supports the formation of well-rounded individuals who are capable of expressing themselves, understanding others, and contributing positively to society. By prioritizing communicative competence in early education, schools lay the foundation for lifelong learning, cooperation, and personal growth

METHODS

The research on the development of communication and communicative skills in primary school students is based on a qualitative and analytical approach that combines theoretical study with practical observation of pedagogical processes. The methods used were designed to reveal how communication is formed in young learners and to identify the strategies most effective for fostering both verbal and non-verbal skills. Central to the methodology was the examination of existing pedagogical literature, educational standards, and psychological theories related to language acquisition and child development. This allowed for the creation of a conceptual framework that defines communication not only as the transfer of information but also as a social and cultural practice shaped by context, environment, and interpersonal relationships.

Classroom observation was used as a practical method to analyze how communication develops in real educational settings. This included monitoring interactions between teachers and students, peer-to-peer communication, and the role of collaborative tasks in enhancing communicative abilities. Observations focused on how students engaged in discussions, responded to questions, and used body language to support their speech. Special attention was given to play-based learning activities, group projects, and storytelling, as these methods have been proven to be particularly effective in developing expressive and receptive communication skills at an early age.

In addition to observation, structured interviews with teachers were conducted to gain insights into their pedagogical strategies and experiences in fostering communicative competence. Teachers were asked to describe the challenges they faced, the tools they used to promote interaction, and the progress they observed in their students. Their reflections provided valuable data for understanding the



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practical difficulties of teaching communication and the creative approaches that educators employ to overcome them.

Another methodological element involved the use of experimental tasks, where students were encouraged to participate in role-plays, cooperative games, and debates. These activities created opportunities to assess their ability to initiate conversation, negotiate meaning, and resolve conflicts constructively. The outcomes were analyzed to identify developmental patterns and common obstacles.

Overall, the methodology combined theoretical review, empirical observation, and teacher interviews to create a comprehensive picture of how communication develops in primary school students. This mixed approach ensured that both the theoretical foundations and the practical realities of communicative development were taken into account, providing reliable results for further analysis.

RESULTS

The analysis of communicative development among primary school students demonstrated several important findings that highlight both the strengths and challenges of this process. Observations revealed that young learners are highly responsive to interactive methods of instruction and show rapid improvement in communication skills when they are given opportunities to participate actively in classroom dialogue. Activities such as role-playing, group discussions, and storytelling encouraged students to express their ideas more freely and to engage in cooperative interaction. It was noted that children who were initially reluctant to speak in front of their peers gradually developed confidence when supported by a positive classroom environment and clear teacher guidance.

One of the key results of the study was the identification of the role of collaborative learning in strengthening communicative competence. When working in groups, students were required to share tasks, explain their reasoning, and negotiate solutions, which significantly enhanced their ability to use language functionally and effectively. These interactions also contributed to the development of important social skills such as empathy, patience, and respect for the opinions of others. The research confirmed that communication is not only a



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linguistic skill but also a vital component of socialization that helps children build constructive relationships.

Teacher interviews revealed that the most effective strategies for developing communication included the use of open-ended questions, project-based learning, and interactive games. Teachers emphasized that traditional lecture-based methods were insufficient for fostering communicative skills, while methods that encouraged dialogue and active participation yielded much better results. However, they also noted challenges, such as differences in student personality, language background, and levels of confidence, which affected the pace of development.

Another important finding was the significance of non-verbal communication in the learning process. Many students relied heavily on gestures, facial expressions, and body language to support their verbal communication. Teachers observed that as students became more confident in their verbal skills, the use of non-verbal cues became more purposeful and integrated, enhancing overall communicative competence.

In general, the results of the study confirmed that communication skills in primary school students can be effectively developed through intentional pedagogical practices that prioritize interaction, cooperation, and supportive feedback. These outcomes underline the need for continuous integration of communicative activities into all aspects of the curriculum.

Discussion

The findings of the research highlight the importance of communicative development as a multidimensional process that integrates linguistic, cognitive, and social components. One of the most significant aspects is that communication cannot be separated from the broader educational context in which students learn. At the primary school stage, communication is closely linked to the child's overall development, including thinking, memory, imagination, and emotional intelligence. The results demonstrate that interactive methods, especially those that involve cooperation and active participation, are highly effective in fostering these abilities. This suggests that pedagogy must prioritize not only the



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transmission of knowledge but also the cultivation of dialogue and mutual understanding.

An essential implication of the study is that teachers must move beyond traditional methods that focus solely on repetition and memorization. Instead, they should employ innovative strategies that create opportunities for children to communicate naturally and purposefully. The role of the teacher is not limited to delivering content but also includes facilitating interaction, guiding students toward expressing themselves, and creating an environment of respect and trust. This requires continuous professional development, as well as access to resources and methodologies that are adapted to the specific needs of primary learners.

The research also underscores the relationship between communicative competence and socialization. Communication in the classroom provides students with a platform to develop essential life skills such as collaboration, negotiation, and empathy. These skills extend beyond the academic setting and prepare students for future participation in society. Furthermore, the emphasis on both verbal and non-verbal communication shows that effective interaction depends on multiple channels of expression. Teachers must therefore be attentive to body language, tone of voice, and facial expressions, encouraging students to recognize and use these aspects of communication constructively.

Challenges identified in the study also deserve attention. Differences in personality, language background, and confidence levels can lead to unequal participation among students. Some children may dominate discussions while others remain passive. Addressing these issues requires deliberate strategies, such as structured group activities that ensure equal involvement and differentiated instruction that supports the needs of more reserved students.

Overall, the discussion confirms that communication and communicative skills are foundational to the success of primary school education. Their development must be treated as a central goal of pedagogy, integrated into all aspects of the curriculum, and reinforced through consistent practice and teacher support.

CONCLUSION

The study of communicative development in primary school students confirms that communication is both a fundamental skill and a pedagogical priority that



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significantly shapes the educational and social growth of children. At this age, students are especially sensitive to interaction and learning from their surroundings, which means that the classroom environment and teacher guidance play decisive roles in fostering communicative competence. The results showed that students who were provided with opportunities for dialogue, cooperative learning, and creative expression demonstrated notable progress in both verbal and non-verbal communication. These findings reaffirm the idea that communication cannot be treated as an isolated subject but must be integrated into the entire learning process.

An important conclusion is that communicative competence supports not only academic achievement but also personal and social development. Through communication, children learn to express themselves confidently, respect others, and participate actively in group activities. This process lays the groundwork for lifelong learning, adaptability, and responsible citizenship. Therefore, the development of communication should be seen as a long-term investment that prepares students for challenges both within and beyond the educational system. Teachers, in turn, are central figures in this process, as their strategies, attitudes, and ability to create supportive environments determine the effectiveness of communicative learning.

The research also highlighted challenges such as uneven participation among students, differences in personality and language background, and limited resources in some educational contexts. These obstacles require flexible pedagogical solutions that adapt to the diverse needs of learners. Differentiated instruction, the use of play-based and project-based methods, and encouragement of peer collaboration can help address these issues and ensure more balanced communicative development.

Ultimately, the conclusion reinforces the view that communication and communicative skills are essential for primary school students and should be deliberately cultivated through modern teaching methods. A balanced approach that combines traditional forms of instruction with interactive and innovative practices provides the most effective outcomes. The responsibility lies with educators and educational institutions to ensure that communication is not only taught but also experienced as a natural and integral part of everyday learning.



By prioritizing communicative competence, schools can contribute to the formation of individuals who are articulate, confident, empathetic, and capable of meaningful participation in society.

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