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COMMUNICATION AS THE MAIN SOURCE OF PERSONALITY DEVELOPMENT

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ABSTRACT

This article examines the main features and forms of communication in the formation of personality. The qualities of educators necessary for effective communication are indicated. Several definitions of communication between psychologists are given. How great should be the attention of parents to the child's life? Psychological and pedagogical studies of the time budget show that parents, on average, devote 8-10 hours a week to classes with children. Internally, collective relationships in the classroom are the result of a complex interaction of business and at the same time spontaneously developing personal relationships that arise between students.

KEYWORDS: *Communication, Form, Feelings, Thought, Idea, Experience, Mutual Perception And Mutual Exchange Of Information.*

INTRODUCTION

The basis of relationships between people is the need for communication - one of the main human needs, which, with the development of the child, undergoes profound changes both in form and in its content.

In the process of communication, not only the mutual exchange of feelings and thoughts, ideas and experiences is carried out, but also their formation. In communication, direct or indirect, direct or mediated, a person appropriates those spiritual riches that have been created by other people, joins them and at the same time brings into them what he has accumulated in his life experience.

Communication is a specific form of interaction and mutual influence of subjects, generated by the needs of joint activities. In the process of communication, mutual perception and mutual exchange of information takes place.

Communication between people can take place in different forms, of which four are clearly distinguished: anonymous, functional. Formal, informal. L. S. Vygotsky defined communication as a process based on rational understanding and intentional transmission of thoughts and experiences that require a certain system of means. An. N. Leont'ev included communication in any activity as its element, at the same time he considered the activity itself a condition of communication.

The well-known psychologist L. S. Vygotsky believed that from the very beginning the infant develops as a social being, for whom the world around him acts as the main source of his development. Along with public institutions and institutions (radio and television, kindergarten, school, library, etc.), factors of interpersonal communication, the influence of members of those formal and informal social groups to which belong the child lies and who make up the circle of his direct communication (family members, teachers, the environment of peers).

Communication between children and adults plays a particularly important role in the period of personality formation.

In actual childhood (up to 10-11 years), an adult plays a major role in the life of a child. According to LS Vygotsky, an adult constitutes for children of this age "the psychological center of any situation." Active development of the world, the entire complexity of the child's relationship with the external environment is carried out through an adult, therefore, young children are satisfied with any communication with adults: they value any attention of an adult, willingly share their impressions with him, actively participate in any joint activities.

Children, especially the younger ones, tremendously value the attention of parents to their interests and hobbies, share with them their worries, successes and failures. How great should be the attention of parents to the child's life? Psychological and pedagogical studies of the time budget show that parents, on average, devote 8-10 hours a week to classes with children. This refers to the time spent on caring for children, playing, walking, preparing lessons, spending time together. However, it turned out that parents devote about 1.5 times more time to classes with younger children (preschool and primary school age) than direct communication with adolescents (12 hours a week and less than 8 hours in the second case). Gradually, there is a clear weakening of contacts between parents and their children, which causes them to turn to other spheres, and above all to their peers.

With admission to school, learning becomes the leading type of child's life. He has new responsibilities, new interests. The child reacts positively to any joint activity with the teacher, highlighting and appreciating, first of all, the charm of his personality. The emotional side of communication is of great importance for children of this age: children like the teacher's

enthusiasm, his interest. In a teacher, as in other adults, children most of all value attention to their worries, interests and hobbies.

Initially, the social orientation of the younger schoolchild is manifested in the desire for the society of peers, in the desire to do everything together with them. Gradually, by the age of 10-11, this feature takes on more developed forms: children strive to find their place in the team, to gain authority among their comrades. During this period, more complex, multifaceted personal relationships arise between children.

At the age of 10-11, the position of a schoolchild becomes normal and natural: the child is already accustomed to school, has entered a new system of communication. Now, not only the opinion of an adult, but also the attitude of peers determines the state of mental balance, self-esteem of the child, his position among other children. From 10-11 years of age there is a change in the absolute orientation towards an adult; the child begins to differentiate the types of communication with adults, giving preference to certain types in the process of joint activities, walks, in sports, etc.

Psychologists consider the appeal to the collective of peers, the desire to occupy a certain place in the collective to be one of the main new qualities that have arisen by the end of primary school age.

From 10-11 years of age, communication with peers acts as the most important condition for understanding the world and self-knowledge. By the end of primary school age, the child appreciates the approval of comrades more than the approval of adults. Children are increasingly listening to the opinions of their peers, sometimes they reckon with their assessments and opinions more than with the assessments of teachers and parents. Communication with peers most fully meets the spiritual needs of the child. Unlike communication with adults, which in younger adolescents is differentiated into different types, communication with peers at this age is not differentiated. Everything is important with a peer, everything is interesting, just to be together.

With the transition to grade 4, when the child enters into constant communication with several subject teachers, he no longer feels the unity of the requirements from the teachers. For the first time, children are faced with the fact that different teachers give an unequal assessment of the phenomena of life around them, the behavior of adolescents, and various types of their activities. All this forms a fundamentally new position of students in relation to teachers. Teenagers become more independent.

As you know, in early adolescence, there is an intensive assimilation of moral norms and rules. The level of knowledge of the inner world of a person, characteristic of this age, leaves an imprint on the attitude of adolescents to other people.

So, the inability of adolescents to assess the personality of another person holistically and deeply enough, to take his point of view, to take into account and weigh the main goals and motives of his actions contributes to the formation of a one-sided, inflexible idea about the teacher (and about any adult), often, based on the transfer of the assessment of one quality to his entire personality. That is why it is both very easy and very difficult to gain authority among adolescents. A teenager cannot be taught that teachers are adults and therefore deserve love and respect. The teacher must gain authority by personal merits, breadth of spiritual interests. If he

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If the parents of young children are mostly interested in the circle of their hobbies, then as the child grows up, some weakening of family contacts occurs. Often, a conflict situation matures, which is expressed primarily in the discrepancy between the child's acute need for communication and the forms of communication that the family offers him. In adolescence, children are no longer satisfied with a superficial interest, a formal attitude to their hobbies, overt control, encouragement or prohibition. Such forms can sometimes lead to violent protest. Such discord forces the adolescent to transfer his experiences to the environment of his peers.

In adolescence, the requirements of the class team and their opinions become the driving forces of personality development. As a result of communication with peers, the process begins to develop that becomes stable in older adolescence and adolescence: "satisfying the need for emotional contact in a group of peers" (Obukhovskiy K. Psychology of human instincts. M., 1972, p. 177) , becomes dominant for personality development.

Adolescents are already fully included in the diverse social life of their peers. At this age, it is more difficult to gain authority among comrades than at a younger age. If primary school students first of all value in their comrades those qualities that characterize them as good students, then among adolescents, moral criteria become the main criteria in assessing fellow practitioners.

One of the most characteristic features of this age is the desire for self-affirmation. This desire is associated with the development of self-awareness, the desire to find their place in the group of peers, to assert their "adulthood" in the eyes of others.

According to the observations of psychologists, a large place in the communication of adolescents is occupied by such a form as conversations. The children exchange information of interest to them, discuss events from the life of the class, the actions of classmates, their relationships, talk about purely personal issues. Communication, in which everyone reveals to a friend the most important and intimate, his inner world, enriches, allows him to better understand and realize what is happening in his own soul.

Internally, collective relationships in the classroom are the result of a complex interaction of business and at the same time spontaneously developing personal relationships that arise between students. Unlike business relationships, which arise and exist in accordance with the norms and routine of school life, informal, non-business, personal relationships are much less manageable. Therefore, the search for specific methods of influencing this system is a more difficult task. Free communication of schoolchildren should not be free from pedagogical influence.

Taking into account the psychological characteristics of children, the dynamics of their age-related needs presupposes on the part of parents and teachers the choice of such methods and forms of communication, such a manner of behavior, such an ability to find the necessary intonation, etc., which will most contribute to the manifestation of independence, personal tastes and interests of the child, his emotional passion, initiative.

For effective communication with children, it is necessary for his educators (parents, teachers) to have the following qualities:

- a) The ability to stimulate and develop the child's independent thought, his will, emotions, interests;
- b) The ability to penetrate into the inner world of the child, to understand its features, to catch their changes;
- c) Speech abilities, that is, a clear, clear expression of one's thoughts, feelings, liveliness, imagery, intonational expressiveness;
- d) Emotional and volitional influence on the child;
- e) Establishing the most appropriate relationship with the child from a pedagogical point of view, the presence of a pedagogical tact;
- f) pedagogical imagination, that is, the ability to anticipate the consequences of one's actions, educational design of the child's personality, associated with the idea of what will come of him in the future, the ability to predict the development of certain qualities;
- g) the ability to distribute and regulate children's attention in the process of communication.

A wonderful teacher V. A. Sukhomlinsky noted several important features necessary for an educator: deep faith in the power of upbringing, a sense of responsibility to society, confidence in the enormous possibilities of the mind, "deep understanding, feeling the heart of the children's world - the feeling of childhood"... Thus, communication between a teacher and a student also requires mutual trust, "harmony of the will of the teacher and the desires of the pupils." In the presence of these qualities, communication with the child acquires true beauty.

The family plays an important role in the development of the child's personality. In the process of family upbringing, the child is introduced to social moral and aesthetic values, to the world of adults. Therefore, educators should pay attention to the communication of children. Teach them to use words correctly and understand people when communicating.

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