

THE USE OF PEER-ASSISTED LEARNING STRATEGY IN DEVELOPING SCHOOL LEARNERS' COMMUNICATIVE SKILLS

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Abstract: *Recently, special importance has been attached to the communicative education of schoolchildren, since success in speech development determines the effectiveness of mastering other school disciplines, creates prerequisites for active and meaningful participation in public life, provides children with the skills of speech behavior necessary in their personal life, and a culture of speech development.*

Key words: *learning process, interlocutor, communicative abilities, speech communication, speech activity, elementary school, experience, human communication, knowledge, skills, abilities.*

Introduction. In the process of studying at school, a child is required to constantly solve complex communicative tasks, namely: it is necessary to organize business communication with either his classmates or students in general with each other, and with the teacher on the issues of the material being studied.

Discussions and results. The question is natural: so what is communication? Why is it that teachers pay so much attention to the development of the communicative abilities of schoolchildren and especially elementary school students? Communication is the process of interaction between people, during which interpersonal relationships arise, manifest and form, this is the ability to correctly convey information, one's thoughts. The ability to formulate statements in such a way that the whole meaning is fully understood by the interlocutor. Simply put, it is the ability to easily and quickly find a common language, come to a common opinion, and establish similarity of judgments. Communication involves the exchange of thoughts, feelings, experiences, and, of course, the speech component of communication in the learning process, which brings the learning process itself as close as possible to the conditions of natural communication.

The system of work of a teacher in the process of formation and development of communicative abilities of younger schoolchildren should be built in such a way as to cause children, first of all, the need for speech communication, the need for it. To teach a child to communicate is to teach speech activity. There is no need to go far for examples. We learn to play football by playing football, we learn to swim by swimming, and we learn to use gadgets or a computer by working or playing on them. And, quite naturally, communication cannot be learned if you do not communicate with the teacher and with each other.

The formation and development of communicative skills in younger schoolchildren is an extremely urgent problem because not only the effectiveness of children's education depends on the level at which these skills are formed, but also the degree of their socialization, as well as the development of the child's personality as a whole. The socialization of the individual begins from the first minutes of the individual's existence and proceeds throughout his life. And one of the most important steps in the process of personality formation is precisely the moment of a child's education in elementary school. This is the most important moment of the transition from preschool education to school education. A person's skills are formed in the activities of the person himself

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and the society in which he is adapted, and communicative abilities and skills are formed and improved in the process of communication.

Both in literature and in cinema there are many examples when people who are distinguished by high achievements in any spheres of the material world are completely helpless in interpersonal relationships. Many students are not always able to accurately and clearly convey their thoughts and feelings to the interlocutor, to convey the necessary information in an accessible way, and this greatly hinders their personal development, does not allow them to adapt to society most fully. In the ever-changing modern world, the requirements for a person are also changing. A person should be able to quickly navigate not only in space, but also in the surrounding environment, be able to quickly create his own team or enter it, that is, be developed, first of all, in terms of communication. The lack of even basic communication skills can lead to various conflicts in the family and in the team. That is why, already in elementary school, the teacher faces the task of educating not only an educated, not even so much educated, but a versatile, and, what I would like to emphasize, a communicatively developed personality. Communication skills in younger schoolchildren cannot arise from scratch, it is formed, and the basis of this formation is the experience of human communication. In a modern school, education is not narrowed only to the student receiving a standard set of knowledge, skills and abilities. Currently, society needs "... modernly educated, moral, enterprising people who can independently make decisions of choice, are capable of cooperation, are mobile, are ready for intercultural interaction, have a sense of responsibility for the fate of countries, for their socio-economic prosperity." And this is already determined by the level of additional qualities of the individual, designated by the concept of "communication".

Everyone knows perfectly well and understands that the process of communication between elementary school students is not always easy. And this is understandable: younger schoolchildren still do not know how to consider the subject of communication from the point of view of the interlocutor, they cannot yet see in him a person who has his own desires, preferences and needs. To learn to communicate, every child must, firstly, have the desire to come into contact with others, secondly, adults (parents and teachers) must instill in him an understanding of certain rules and norms that must be guided when communicating with others, and, thirdly, the child must learn how to organize communication. The child begins to communicate with the outside world from an early age. And although the level of oral communication varies from child to child, in general it is far from desirable. Therefore, the new draft of teaching standards makes the formation of communicative actions a priority task of school education.

Scientists and teachers unanimously declare that communication is a decisive factor in the overall development of the younger student's personality. They argue that the influence of communication can also contribute to the correction of conflicts and difficulties that may arise in primary school children with improper upbringing. The overwhelming majority of authors believe that interaction between children is necessary not only for the development of the child as a whole, but also for the formation of his personality in particular. Communication in primary school age, the formation of children's communicative qualities carries a very important educational and educational potential. Through communication, the child learns about the world around him, learns to show good and resist evil. By communicating, the child increases mental abilities that affect his further development as a person. That is why it is necessary to develop skills in younger schoolchildren that help facilitate the process of communication with the interlocutor. One of the main conditions contributing to the development of communication skills of primary school students is, of course, the competence of the teacher. Two-thirds of the teaching time of a traditional lesson is occupied by the teacher's speech. This negates the activity of students, leads to a passive position in the classroom. To avoid this and involve the class in communication, the modern lesson should begin with the problem statement. There should be intrigue in the lessons, and, by and large,

it does not matter in what form the lesson will be conducted – a game, competition, research. The main thing is that children should be involved in the communication process. The presence of answer options, several points of view on the problem posed and investigated will allow the child to apply his point of view, his life experience to one of them. Children should learn to be able to prove the correctness of their own opinion.

The development of communication cannot happen spontaneously, it is not a fast and consistent process. At the first stage, students, under the guidance of a teacher, work out such skills as willingness to participate in communication in the classroom, ask questions on the topic and answer them in detail, make messages and listen to the messages of classmates. At the second stage, students should learn the simplicity and clarity of an oral statement, make it understandable to everyone, and learn to give examples that confirm the statement. At the third stage, students should learn the ability to conduct a conversation in a couple and in a group, learn how to conduct a dialogue, debate, participate in discussions, conferences and games. Working in groups or pairs allows you to learn the basics of organizing communication, because every child gets the opportunity to talk to an interlocutor who, as they say, is "in the topic". I repeat that one of the main conditions for dialogue is the creation of an atmosphere of trust and goodwill, joint creativity of equals and different. With the participation of children in educational and developmental games and various exercises, the emergence of friendly relations between students is ensured, and working in a group makes it possible to feel the support of friends, their security. With proper organization of work, even the most timid and passive children can overcome fear and become active participants in communication. Extracurricular and extracurricular forms of communication play an important role in the formation of communication skills: various excursions, trips to the cinema, various joint activities with a teacher, children and parents, contests, fun starts, etc.

Conclusion. Thus, the development of the communicative abilities of younger schoolchildren is learning based on communication. A person's whole life is communication. The child does not stand alone in front of the world around him. His attitude to the world is always mediated by a person's attitude to other people, his activities are always included in communication, and how socially adapted he will be depends primarily on the level of development of his communicative skills, on how correctly teachers and parents have taught him to communicate with others. "It is impossible to live in society and be free from society." And in primitive times, when it was possible to "fill up a mammoth" only together, and in the modern world, where there are "mammoths", it is impossible to live without communicating. Communication in its initial external form, in the form of joint activity or in the form of verbal or even only mental communication is a necessary and specific condition for human development in society.

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