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## HUMAN AGE AND GENDER CHARACTERISTICS IN SPEECH CULTURE

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### ABSTRACT

*Communication can also be taught by working with speech. For example, trainings such as reading a poem aloud and telling a story also help to form communication. It will be easier to teach preschoolers to communicate during play activities. The importance of combining playful and non-playful forms in teaching communication is great: the introduction of informal speech elements. Use games at the moment. In them, one of the students plays the role of a speech organizer.*

**KEYWORDS:** *Transactional Analysis, Psychoanalysis, Authoritarian Style, Liberal Style, Democratic Style. Candidate of Pedagogical Sciences.*

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### INTRODUCTION

The role of transactional analysis in speech psychology. Transactional analysis was developed by American psychologist and psychiatrist Eric Bern. He developed the ideas of psychoanalysis (analysis) and laid the foundation for the direction of bin – “transactional analysis” from the original directions in theoretical psychology and psychotherapeutic practice. According to this analysis, a person includes three EGO states: childhood, parenthood, and adulthood. In every moment of a relationship with others, the individual is in one of those situations. What is a transaction? Different signals are exchanged in the process of speech between people. These signals are called transactions. A transaction is an interaction of the EGO states of the individuals entering into a conversation. Each consists of stimulus and response axioms. The transaction takes one of the speech participants out of the EGO state, directing one to that state. According to E. Berne’s transactional analysis, a person has three “I” : childhood (B) - a state of submissive, irresponsible, spontaneous reactions, high levels of uncontrolled activity. In this case, the child expresses his experiences not with words, but with emotions. The physical symptoms of this condition are: crying, stubbornness, muttering, panic, shrugging, mocking, laughing, raising your hand to say something, embarrassment, sniffing . In childhood, a person uses the following phrases: “I do not want”, “I do not”, “Moon, I am gone”, “When I grow up ...”, “Most of all”, “best”. An adult expresses this word, that is, the phrase “when I grow up,” in the form “when I become rich.”

The children also asked, “Why? When? Where? Who? How? ” also uses questions. This is a sign that the child is waking up to a state of greatness. Childhood status is divided into: natural childhood “ I ” (spontaneous manifestation of joy, sorrow), adaptive childhood “ I ” (adaptive, obedient, self-blaming, hesitant), protesting childhood “I ”(stubbornness, resistance).[1]

**Parental status (P)** - is a situation in which one assumes full responsibility, imposes requirements and conditions, and establishes control. The physical symptoms of this condition are: drooping of the eyebrows, raising the index finger, crossing the arms over the chest, “sighing”, tapping the interlocutor’s shoulder. Parents often use the following words: “brainwash”, “never ...”, “remember”, “how much to talk”, “touch your hand”( the words time, never, possible, impossible are often used by a person in a parental position).

**Evaluative thoughts** - thoughts in the sense of condemnation, praise (such as “stupid”, “crazy”, “honey”, are typical of a person in a parental state. The parenting situation is divided into: loving parenting “I” (helper, corrector, comforter), critical “I” (critic, commander, intimidator).

**Adult status (A)**- is a situation in which the situation is taken into account, the interests of others are not neglected, and responsibilities can be distributed fairly between others and oneself. Physical symptoms of this condition: movement of the face, eyes, body when listening (blinking of the eyes every 3-5 seconds) Childish curiosity and indulgence can also be reflected in the face of an adult. An adult often uses the words, “Why?” “Who?”, “How?”, “When?”, “Maybe”, “I think”, “my understanding” (e.g., “I think young people should respect adults, they must”).

According to E. Bern, a person’s maturity depends on how well the adult ego state is formed in a person. According to the transactional analysis, during the speech, the participants enter into contact with each EGO case according to the corresponding point of view. Some transactions lead to the formation of a positive attitude, some to conflict. Transactions are divided into the following types: parallel transactions - the stimulus transaction and the response transaction do not intersect (for example, to address the “childhood” state in the “adult” mode, to respond to the “adult” state in the “childhood” mode); intersecting transaction - the stimulus transaction and the response transaction intersect (for example, the “adult” state refers to the “adult” state, the “parent” response to the "childhood"); a covert transaction is a transaction that is not directly related to the behavior being observed. Such a transaction occurs when physical characters with a “shiny” surface hide very negative content under the words. These transactions occur as a result of more than two EGO status interactions.

Transactions must be parallel for a speech to end positively. An intersecting transaction leads to conflict and conflict. An example of a parallel transaction is: “Uncle, I can’t do this”, “Now that you are an adult, you can do it”.An example of an intersecting transaction is: “Sir, please put your things in place”, "you are not my master, only my mother can give me orders here”.Childhood status arises and develops in childhood. As a result of imitating adults, a parenting situation is formed. The state of greatness, on the other hand, is determined by years of life experience.Interaction of infants with adults. As soon as a child is born in the family, family members try to communicate with him. But the baby is not immediately ready for communication: sleeps, cries and eats. The baby begins its life with an unconditional reflex, i.e. a scream. The first scream is the first sign of speech. Some scientists call the first scream a negative emotion. In fact, the baby's cries indicate the need for sleep, food, and warmth.[2]

It is human nature to live without communication with others. When a child is born, his mother gives her affection through speech. Also, other adults in the family cannot stand

without communicating with the baby. Proper speech by adults shapes a baby's ability to communicate. When the baby is one month old, the speech signs "ma", "a", "u" appear. The child's communication takes the form of reactive (passive) or active (active). A child's interaction with an adult begins with looking at the adult's lips and eyes. In order to communicate positively, it is advisable for adults to influence the child with more laughter. She will be very happy when she picks up the baby. At one and a half to two months, the child responds to the adult smile with his own laughter. The mother is the most basic person to meet the needs of the child. For the mother, too, the child is dearest of all.

Adults need to always have a positive emotional relationship with babies. The attitude of a 4-5 month old baby is unique. He separates his family members from strangers. If an adult is always a propeller around a baby, he will not play with the toy, he will be capricious if he is separated from his mother. At the age of 7-9 months, the child carefully observes the speech and movements of adults. He then tries to repeat the words that came out of the adults' mouths. Children in this period acquire by imitating the actions of adults. For example, he tries to wipe the table top, lift the dishes. Adults not only meet the needs of the child, but also teach them to move with different objects, that is, to control their behavior. Until the age of one, the child listens to the speech of adults. A toy is not only an entertainment object, but also a means of a child's spiritual development. A 2-3 year old child starts playing with toys. The fact that the toys are brightly colored, ringing, frosted, evokes a positive emotion in the child. The mother teaches the child to play with toys. Toys stimulate the child's perception. The leading activity of children is play in the preschool period. It is important that adults communicate with the child through the language of toys. When a toy is played, children try to move it and put it in their mouths, opening it up. In addition to toys, 9-month-olds should now be given paper and pencils. Then the child will be able to form a written speech, drawing elements.

Through play, children develop mental processes such as intuition, perception, memory, thinking, fantasy, imagination, mental characteristics, as well as character traits, types of abilities, temperament (client) types. Adults play an important role in developing children's speech and communication. More use of toys and toys to develop a child's consciousness gives good results. Play is also important in early childhood. During this period, children play more with object toys. Didactic toys in particular play an important role in a child's life. The child no longer plays with one but several toys. During this period, children are more likely to interact with toys than adults. Preschoolers express the behaviors and interactions of adults by imitating in play. This helps them develop speech. In small school-age students, play activities have a unique character. They play more mobile, sporting games. The need for play remains in adolescents, especially in grades 5-6. During breaks, in their free time, teenagers also engage in play activities. They develop forms of speech through play. In general, play activities play an important role in children's lives.

The peculiarity of communication in early childhood. In early childhood, children become dependent on adults because it is difficult for them to act independently. Children learn behavioral norms from adults. During this period, the motive of the child's behavior is not understood. The formation of a child's inner world depends on the adult. Because the child may not immediately give the communication that adults expect. The child expresses interest in the subject primarily through reference to adults. Gets the help you need by using speech. Adults may have developmental delays if they have little contact with the child. The need for communication grows in a child through adult communication.

Speech development in early childhood is accomplished in two different ways: through the understanding of adult speech and through the formation of the child's personal active speech. The mother's communication with the child is done not only through words, but also through facial expressions, gestures, pantomime, tone, and situation. These serve as a signal

to action. If a 2-year-old is standing in front of a toy, if the mother shows him the toy and says, "Give it to me," the child will pick it up immediately. The word "impossible" serves as a signal for the child to stop moving. For example, when you touch the socket, when you reach for a hot iron, saying this word will cause the child to stop moving.[3]

By the age of 3, a child is able to actively engage in relationships with adults through speech. Kids this age try to wear all their clothes on their own. Can express his needs in words. Complete the speech. The child learns to direct his actions under the guidance of an adult. She listens intently to adult interactions, trying to understand. During this period, children love to hear fairy tales, stories, poems. This has a huge impact on a child's knowledge of the outside world. 1.5-year-olds learn only 30-40 to 100 words. After the age of 2, children ask adults a lot of questions. "What is this?", "Why is that?" such questions indicate that the child's speech is growing. By the end of 2 years, the child learns 300 words. By the end of 3 years, he learns 500 to 1,500 words. But the speech of some children at this age becomes autonomous, they call bread by expressions such as "nanna" and water 'umma'. Gradually, when adults communicate properly with children, this autonomous speech disappears, meaning that the child begins to say everything in his own name. A single word a child utters expresses what he or she wants to say. For example, if he says "bear", the mother may give the child bread or water. In this way the child's needs are met. Teaching a child to communicate also has a positive effect on the development of his mental processes. During this period, children should have what they want immediately. But this can be eliminated through gradual upbringing, i.e. patience should be taught to the child from an early age.

In 3-year-old children, the first "crisis" period begins. During this period, children develop the concepts of " I do everything myself ", "I myself". They become stubborn, capricious. Parents should be more careful in raising children of this age. After the age of 3, the period of crisis in children slows down. the child's interactions with adults are normalized. The child will not be the focus of the parent at this age because he or she may have a younger brother. So far, he has been in the spotlight of adults, and now he thinks that his parents are only in a relationship with each other and do not pay attention to him. They talk about things they don't understand. He doesn't like it, and as a result, he gets frustrated. In fact, as the child becomes more independent, the mother becomes more frustrated and less attentive, which the child does not like. Therefore, parents should pay more attention to children in this period. If the child grows up healthy, it is given to the kindergarten. There, the child enters into new relationships with new people, with new peers. By the age of 3, a child is able to actively engage in relationships with adults through speech. Kids this age try to wear all their clothes on their own. Can express his needs in words. Complete the speech. The child learns to direct his actions under the guidance of an adult. She listens intently to adult interactions, trying to understand. During this period, children love to hear fairy tales, stories, poems. This has a huge impact on a child's knowledge of the outside world. 1.5-year-olds learn only 30-40 to 100 words. After the age of 2, children ask adults a lot of questions. "What is this?"; "Why is that?" such questions indicate that the child's speech is growing. By the end of 2 years, the child learns 300 words. By the end of 3 years, he learns 500 to 1,500 words. But the speech of some children at this age becomes autonomous, they call bread by expressions such as 'nanna' and water 'umma'. Gradually, when adults communicate properly with children, this autonomous speech disappears, meaning that the child begins to say everything in his own name. A single word a child utters expresses what he or she wants to say. For example, if he says "bear", the mother may give the child bread or water. In this way the child's needs are met. Teaching a child to communicate also has a positive effect on the development of his mental processes.[4]

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### **Mothers use the following methods in raising their children.**

**1. Authoritarian style** - management is based on rigidity.

the initiative in the child is prohibited by the parents. Every line action is definitely punished. Children brought up in this way become cowards, cowards, unable to realize their potential. Because parents do not create conditions for them.

**2. Liberal style** - in this method the parent is indifferent to the child, he is not interested in what he is interested in, what he is capable of. The child cannot know what is bad and what is good. As a result, children are unable to move independently and actively.

**3. Democratic method** - is a productive method of upbringing, in which parents give their children all the love and take into account their interests and capabilities. He wants the child to think freely. This method allows you to bring up the child properly.

In some families, since the child is an only child, the parents may give him all the affection, pamper him, and make him selfish. Or the child feels bad even when siblings are born. Because parents now pay more attention to their young child. In such cases, if the adults explain to the child that he can now work independently, that he is smart, then he will be kind to his younger siblings.[5]

The educator should explain to the other children that they will have a warm relationship with him when a new home-grown child joins the group. It is necessary to pay more attention to it, to treat it well, so that the child gets used to the new environment faster. If the educator communicates well with the newcomers during the lessons, the rest of the children will learn from him. When the educator treats the children as friends, such a group becomes organized, they learn to have a warm relationship with each other. The game helps the child to understand adult life correctly. The need for communication is met in the game. When he breaks the rules of the game, the child sincerely says, "I don't do that anymore." So, the game teaches the child to be sincere, to cultivate their feelings, to do good to others, to communicate properly. Children who regularly break the rules of the game end up alone, the rest of the kids don't like him, don't want to play with him, don't even want to interact with him. The educator must be careful in organizing the game in the form of a competition. Because of the animosity towards children who win in games that they lose, they can cause conflicts after the game. Even when a child reaches school age, he tries to satisfy his need for play. He's "old" compared to the new toy - he loves to play with his toy, which he always plays with. The puppet is a great tool in the formation of loyalty and reflex. A child's interaction with a puppet is an imitation of his or her interactions with an adult. Girls are more likely to interact with dolls, dishes (toys), while boys are more likely to interact with different toys (airplane, ball, pistol, car, bicycle). they communicate.

### **Communication of small school-age children.**

When children reach school age, their relationship with each other takes on a new meaning. If the child used to communicate with his parents, peers in the group, the educator, now he communicates with the school teacher, the class teacher. Children develop a sense of responsibility during this period. Their schooling plays a big role in the development of children's speech. The child speaks thoughtlessly at preschool age, and at school the

language he or she speaks becomes a science that is taught and learned. In the process of reading and learning grammar, the phonetic aspect of a child's speech becomes more accurate, the syntactic structure of speech improves. In the process of studying all the subjects taught in school, the vocabulary of the student's speech is enriched, the meaning of the words deepens and expands for him. Children's mastery of written speech will be an important step in their speech development. The child tries to express his or her thoughts in a written speech. When a student completes a written assignment on behalf of a teacher, he or she knows in advance that his or her work will be evaluated based on the language in which his or her opinion is expressed. The teacher's speech plays a big role in the development of the speech itself, his speech is a model for the students. is calculated. Therefore, the teacher should work to improve the culture of speech. First of all, the grain of words that are actively used for children increases. Written speech. mastering reading and writing is a skill developed in the learner 't. In this regard, the teacher has the task to increase the vocabulary of children and teach them to plan independently on what they read. In writing lessons, the child has great difficulty in writing letters and words. Initially, the child focuses all his attention on writing techniques and following the rules of sitting. During this period, regular practice of pronunciation with the child is of great importance for the successful mastery of spelling rules. In written speech, use gestures, tone. does not move. This is why children's written speech is much more empty than their oral speech. Children's speech grows under the influence of adult speech. Therefore, educators need to teach children the culture of speech as well as the development of oral and written speech from an early school age.[6]

Adolescents' interactions with adults. Raising the descendants of our generation not only physically strong, but also spiritually rich, meeting the requirements of the new era, free-thinking in the process of speech is a pressing issue of today. The Law "On Education" states that "on the first night of training, the primary attention is paid to the formation of a person's freedom, the ability to think independently, the formation of a culture of behavior. Therefore, the formation of the skills of adolescents to freely express their thoughts and ideas in the process of speech and their critical thinking is one of the most pressing issues facing psychologists and educators. After all, every person living in the 21st century must first be taught to communicate. For adolescents to read, it is important for them to think about psychological and pedagogical literature, to observe the activities of young people in the process of speech, to determine the role of the machine, and in this process to use psychological games, training. In middle and high school, written speech is meaningful, effective, grammatically correct, and perfectly structured, and as a result, such speech has a positive effect on the growth of oral speech. 'begins. Children's speech develops under the direct influence of adult speech. Therefore, the teacher's speech should serve as a model for the development of students' speech.

It is impossible to grow their speech without developing students 'thinking. When speaking, narrating, or writing an essay, care should be taken to ensure that students make a plan. It is important to work regularly on the book to develop written and oral speech, to compose a thesis (main content), abstract (summary of the text), to prepare lectures, literary evenings, meetings with writers. . Speech grows according to the general laws of the emergence of conditioned reflexes. If a person is accustomed to mispronouncing a sound, then it will be difficult to correct this defect. Therefore, it is important to pay attention to the development of positive speech habits in children from an early age.

One of our highest spiritual needs is the need for communication. If the need for communication is not met, the mind will not develop either. That is why we must always meet our need for communication. We feel satisfied with communication with someone, and in some cases dissatisfied. Older people enter into formal and informal relationships. Formal

relations are based on work, service. Informal speech takes place outside of work, at home (family), in the neighborhood, on the streets.

In adult communication, a culture of speech is often practiced, i.e., respecting, trusting, understanding each other, and so on. But sometimes speech disorders can also occur. Because they, too, can sometimes say hurtful, heartbreaking things without understanding each other, which can lead to conflict. If the culture of speech is well formed in people, it will be easier for them to understand each other. Speech culture can be formed from a young age in the family, under the influence of the social environment, in the process of self-awareness, upbringing. Our example to adults and young people comes from our communication with each other. We need to use more of the “golden words” (my dear, turn around, learn, you are so wonderful, you are different today, you are open, your clothes are so beautiful) in our daily lives, but when the time comes. Through the imitation of young people in adult communication, they develop the art and culture of communication. Especially in the family, we need to pay attention to these situations. Because the saying “he does what he sees in the bird’s nest” is not in vain, they show each other verbal (verbal), nonverbal and paralinguistic. We signal when the time comes. facial expressions, pauses can also affect each other. We can either upset with a word. That is why adults should always have a sincere relationship. Speech is specific at different ages. For example, adults communicate according to their background, age, gender, and occupation. Elderly communication is unique. They become as whimsical as little children. The elderly need to be treated with caution because their hearts will be tender. Apply more of the words that lift my spirits to them

This means that people of all ages, including adults, have a unique way of communicating. The speech will take place in the context of each period.

### **Psychological and pedagogical issues in the formation of personality.**

Communication plays an important role in the comprehensive formation of a person. It is also necessary to communicate through imitation in order to learn simple things. Relationships develop based on the rules of society. There is a huge difference between individual and person communication. For example, there is a big difference between the communication of an infant, the mentally ill, the mentally retarded, and the communication of a mature, highly conscious person. The conscious person thinks in his brain before he starts communicating, plans his words. Communication plays an important role in the physical, mental, moral and aesthetic development of a person. For example, in the family, school, kindergarten for moral development, the child is influenced by adults through speech. It also seeks to influence the student through aesthetic speech for aesthetic, mental, physical development. So speech also serves as a means of exposure. In the formation of personal communication should take into account his age, gender, profession, for example. Words that are specific to each age group take into account the power of the word. Depending on the major (client) characteristics of the individual, it is important to use speech techniques. The role of communication in the formation of skills, knowledge and abilities in a person is invaluable. Simple skills (“sit up straight, wash your face, go to your seat, say hello”) are also absorbed through speech.

In the formation of a person's communication, his upbringing plays an important role. For example, even if you use a forceful word against a person, he may not accept it and may not follow your instructions. Because he has to acquire a culture of treatment from a young age. In the formation of communication, the goal must be set correctly. Speech develops in the educational process, in different situations. For example, in the family, neighborhood, community, group. If the adults in the family are rude to each other, the child can also imitate them and go to quarrels with others.

In order to bring up a well-developed, mature, perfect person, it is necessary to bring up young people to think freely. Hence, speech is formed in close connection with thinking.

Psychologists have expressed their views on the importance of communication in the formation of personality. In particular, psychologist B.G. Ananov made an in-depth analysis of this issue in *The Man as a Subject of Knowledge*. He emphasizes that mastering different elements of knowledge is the key to successful mastery. He also points out that the acquisition of knowledge is done through speech. B.G. said that if people do not pass information to each other, if they do not share their experiences through speech, they will not develop. Ananov makes sound arguments. According to B.G. Ananov, speech is a social and individual condition. Therefore, pantomime, gestures appear as forms of speech in the performance of a communicative task, which is inextricably linked with speech.

Hence, the scientist provided an in-depth analysis of the concept of speech for disciplines such as general, youth, and pedagogical psychology. Currently, there is a growing interest in the problem of speech in our country and abroad. In a market economy, the way people interact with each other is very important. Psychologist V.N. Myasishchev took a deep approach to the issue of speech, studied it. While other scholars have studied communication by linking it to speech communication, V.N. Myasishchev studied communication as a process. That is, it analyzes how individuals interact with each other through speech, as objects of perception of each other. According to him: "A person can show opposite qualities in different relationships."

Experienced psychologist A.A. Bodalyev emphasizes the need for a person to know his place in play, reading, communication, that is, in various areas of activity. He pays great attention to this issue in his book, *The Person and Society*, noting that these problems have been little studied. According to A. Bodalyev, "it is necessary to think in advance that this cycle will affect the education of a person through speech."

The role of personality traits in the success of communication. The qualities of a person's personality are very important in the success of communication. In particular, if the positive qualities in a person are well formed (politeness, humility, humanism, correct speech, conscientiousness, etc.), the speech process is. Because for individuals to understand each other correctly, for speech to be successful, they need to be sincere. Sincerity is one of the most remarkable qualities of a human being, it is to have a rational attitude to events, not to succumb to various influences.

Teaching a person speech techniques. From an early age, children are taught to communicate first in the family and then in educational institutions. One way to teach communication is to develop speaking skills in the form of exercises. In kindergarten, the educator teaches the child to communicate through various activities. First, there are elements such as elementary behavior, how to speak to adults, greetings, thanks. During and after school age, a person is taught to communicate through socio-psychological training. The person himself must react positively to these methods, take active action. Because a person cannot fully develop both as a subject of activity and as an individual without communication. According to A.A. Bodalyev, even in play activities, the child communicates. At the heart of the learning process is the issue of teaching communication. In the process of job training, people always feel the need for communication. The educational value of communication is that it expands the worldview of the person and develops his psyche. That is, many mental processes are formed through speech. The second direction in shaping the community environment is to shape the overall culture of the team student. To this end, in assessing their human communication, human personality, with each other "characteristics" ("I and others", "I provide information that encourages feedback on the need for the eyes of others" Special relationships can be organized through conversations, trainings. Because it is important to start teaching culture in adolescence, there is a strong need for information about one's own identity. Speech is very important and very selective. At the age of human personality, information about interpersonal speech is necessary. According to NP Anikeeva, each

person plays a certain social role in communication with other people. But the choice of position roles depends on the nature of the person, his weakness, the level of potential. There will be a link to the ability to know oneself from the outside. (Spiritual environment in the community.) Sometimes failures in communication force young people to hide, to distort, the best quality in themselves in order to be more secure. During early adolescence, boys and girls experience a state of loneliness. They don't tell anyone how they feel. Information about oneself and those around oneself determines the way one speaks and strives to organize meaningful communication. To do this, you need to have certain information of a spiritual nature. Mental characteristics that are unique to each person are determined by the type of nervous system and primarily by temperament: speed of exposure, natural signals (sound, light, color, smell, temperature changes), social signals (word, event, hypersensitivity, emotional agility, level of anxiety, extroversion, introversion). Extroversion and introversion are vividly manifested in the field of speech as a mental description of a person. Extroversion is the individual's view of the outside world, introversion is the view of the inner world. People with predominant extroversion features associated with a strong type of nervous activity tend to be more enterprising, more open-minded about relationships, acquaintances. They eagerly make new acquaintances, enjoy noisy circles. Introverts are people who belong to a weak type of nervous activity. They tend to give in to their inner worlds, to experiences. They worry more than those around them, they prefer a narrow circle of loved ones. People in the middle of the "extroversion-introversion" axis are called centrovers in psychology. They are moderately enterprising, moderately lonely.

Focus on the positive side of the response. Students are specifically taught to evaluate their students' responses objectively, paying particular attention to the smallest detail, familiar with highlighting the most successful aspects of their peers. Arguing about how to eliminate shortcomings, influencing by telling one student about the shortcomings.

Social relations between people have a peculiar character in the East. This study guide will help you understand the psychological nature of the changes that are taking place in human spirituality and psyche during the renewal of society. The new manuals will enrich the spiritual world of students, instill in them the basics of national ideas, cultivate a sense of patriotism, think about the past and the great future, a sense of pride in it, the contradictions in the formation of new thinking and their in-depth coverage of troubleshooting problems is required.

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