

**COMMUNICATIVE SKILLS OF CHILDREN OF PRIMARY SCHOOL AGE**

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Considering the communication skills of children, it is worth adding that communication skills are always conscious actions when communicating, which is confirmed by the ability of a school-age child to build his communication based on the tasks set, analyzing and evaluating interaction with adults and peers, reconciling the communicative situation and relationships with interlocutors.

The communication skills of children imply their skills and abilities that are necessary in communication to create and determine actions that correspond to the communicative situation.

The problems of developing children's communication skills are widely represented in the works of psychologists and teachers of different generations. The general theoretical basis for the study of issues related to the communication of children in general in Russia was laid by the founder of Russian pedagogy K. D. Ushinsky. In his works devoted to the importance of the native language in education, the leading role was assigned to works of folk art - fairy tales, games.

Ushinsky brought out, as a methodical approach to teaching children communication skills, the use of their native language and the inculcation of communicative foundations through joint games, primarily folk games based on the use of imagination.

He paid much attention to the problem of understanding the child and the role of the teacher in helping to choose games that allow children to develop as individuals, and as they grow and master simple techniques, move on to more complex and requiring the development of the following abilities, including those that help to better communicate and understand others.

Ushinsky's ideas found their continuation in the works of scientists of a later time.

The philosophical aspect of studying the formation of communicative skills is represented by the works of I. A. Ilyasov, B. N. Sokovnin and others.

The use of the above activities in the classroom will increase the communicative activity of schoolchildren. The level of formation of their

communicative skills primarily affects the success of younger students in the process of socialization, as well as the effectiveness of learning and personal development in general. Having worked through the works of scientists and teachers devoted to the study of the subject of research - the features of the development of communicative skills of children of primary school age, we can proceed to a direct study of how the potential of literary reading lessons can be used to develop the communicative skills of younger schoolchildren.

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