

PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF THE FORMATION OF SOCIAL MOTIVES OF PRESCHOOL CHILDREN

Ismayilova daughter of Risolat Ikrambay

Urganch State University, teacher of the Department of Preschool Education Methodology

E-mail: ismayilovarisolat@gmail.com

Abstract

In this article, the formation of the behavior of preschool children, the formation of the foundations of social motivation, the pedagogical conditions for the moral education of children issues were analyzed.

Keywords: motive, motivation, social motive, behavior, manners, moral education, behavior culture, aggression.

INTRODUCTION

The study of the motives of human behavior and its motivation is of great importance in solving scientific, practical and theoretical issues, so it deserves a central place in the science of psychological- pedagogy . Motivation ensures the activation and appropriateness of behavior , thereby fully fulfilling the regulatory function that brings out the essence of the psychology of the individual. Even in childhood, a person enters the system of social relations, begins to communicate with other people in the course of various activities. All this forms a person as a tool , which has a certain place in the system of relations and is connected with the system of internal and external motives that appear in many ways . It is of particular importance to study the specific features of the development and formation of the motivational sphere of preschool children's personality .

As defined in the Law of the Republic of Uzbekistan "On Education", it allows us to fulfill the sacred tasks of raising our children to be modern, beautiful moral and perfect human beings. The implementation of this social demand guarantees the right of every citizen to receive knowledge, to show creative abilities, to develop intellectually, and to work in a specific profession.

State requirements for the development of children of primary and preschool age" contained in Annex 2 of the decision of the Cabinet of Ministers of the Republic of Uzbekistan " State standard of preschool education and upbringing" and in the legal documents "On the approval of the concept of development of the preschool education system of the Republic of Uzbekistan until 2030", it is necessary to implement the development of social motives and behavioral characteristics of preschool children. directly stated. Specific requirements for each age period are reflected through small areas, and it is also clearly stated what skills the child will acquire with their development.

LITERATURE ANALYSIS

It is of particular importance to study the specific features of motivational development and formation of preschool children. In this process, it is necessary to focus on the following factors:

First, preschool children are about to enter a new stage in their lives, that is, to study at school. Therefore, the level of formation of behavioral motives can determine not only their future success in educational activities, but also their position in the team , self-esteem , etc.

Secondly, in preschool age, the foundations of attitude to many types of activities (games, learning, work, etc.) are created, therefore, there is a need to form the internal positive motivation of the child in the context of the activities he performs.

characterized by the specific features of the formation of the system of motives, as well as the volitional sphere. Thus, a child driven by the motivation to avoid failure is motivated to succeed. shows completely different behavior compared to his peers, a child based on social motives finds more friends and achieves a decent status in society.

In addition, in preschool age, according to AN L e onty e v , the first knots, the first connections and relationships are tied within the child, which form a new higher unity - the unity of the individual, considering it separately without a motivational basis. it is possible to exit.

and formation of behavioral motives is reflected in the work of many researchers. For example, Ya.L. Kolominsky points to the wide-ranging changes taking place in the field of motivation of preschool children, the emergence of new motives due to greater socialization of preschool children compared to younger children. The same line of research can be observed in LIBojovich, who analyzes the ontogeny of motives and concludes about the qualitative reconstruction in the motivational spheres of children of different ages.

RESEARCH METHODOLOGY

conducted a study to determine the ability of 3-7-year-old children to control their motor urges. Subjects were asked not to look at a certain object for a certain period of time. In the first type of experiments, the prohibition of adults in its pure form played a decisive role; in the second - receiving an incentive award; in the third - punishment in the form of expulsion from the game; fourth, the child's "own word" (promise).

5-7-year-old children are easier to control their immediate impulses than their younger peers. The motivational power of different motivators also differs. The incentive motive has the strongest effect, the least weak ch e clov in both groups is the prohibition by adults, which is not reinforced by other additional motives.

has a significant effect on older children, but it is still a weak motive for younger children. Moral motives also begin to influence children's behavior, but they are still weakly expressed in children aged 3-5 years. In the presence of adults and other children, children show more control over their b e motor urges than in situations where they are out of apparent control.

of the subordination of motives allows the child to give up an activity that is attractive at the moment, in order to carry out an activity that is more important, but more rewarding.

Activity motives in preschool age gradually cease to be equivalent for a child, they belong to a certain system, some of them begin to prevail over others. Which of the motives is the main one determines the direction of the child's behavior. In preschool age, the core of the personality is just beginning to form, but a certain direction has already been observed in the child's behavior. It can vary from extremely selfish, individualistic to social, highly moral (of course, within a certain age range).

childhood, creative personality tendencies are manifested in the behavior of some children. For teachers and parents to notice at a glance insignificant signs, the manifestation of a certain tendency in children's behavior, timely correction of the development of the child's personality, socially valuable forming needs and motives and providing every child with full-fledged methods of self-expression and self-affirmation.

by their very nature can be described as social d e b, which have a strong influence on all the child's behavior. However, the emergence of such motives depends on the educational influence of adults.

Based on the above facts, we are children of preschool age ijtimoiy motivlarini shakllantirishga doir quyidagi komponentlarni belgilab oldik. (1.1-rasmga qarang).

Components of the formation of children's social motives

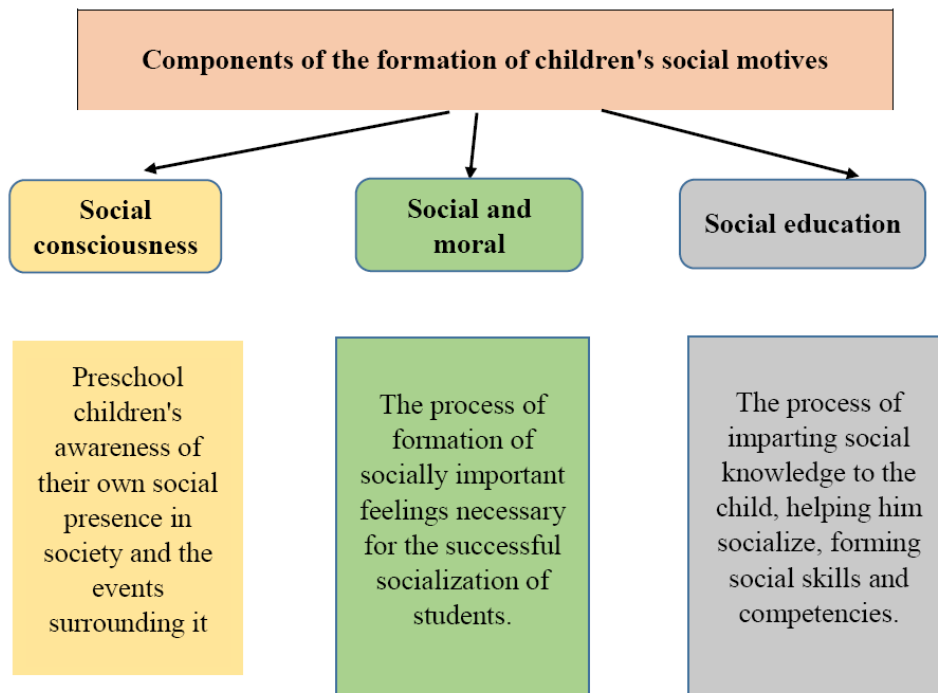


Figure 1.1. Components of formation of social motives of preschool children

Social consciousness is a reflection of natural and social reality , a set of general feelings, moods, views, ideas, theories related to a certain period or part of society . Due to social consciousness, self-awareness of the society takes place , its attitude to the current processes is formed.

Social education is the process of formation of socially important qualities and experiences of learners.

Social education is the process of formation of knowledge, skills and abilities that help the socialization of a person .

ANALYSIS AND RESULTS

Oneself , one's own behavior is given to preschool children with great difficulty. Wishing to develop the ability to control their own behavior in the child as soon as possible, adults often resort to ineffective means: they read morals and thereby instill a sense of inferiority; give too many instructions, thereby killing independence; will be punished for the smallest violation.

Failure to take timely measures to prevent and correct behavioral defects causes the child to acquire a habit of disordered, undisciplined behavior.

Thus, the typical forms of behavior and behavior of primary school age before high school:

impulsive behavior (as mentioned above, mainly due to the neurodynamic characteristics of the child);

demonstrative;

protest;

aggressive;

compliance;

undisciplined;

symptomatic behavior;

of behavior and behavior:

Impulsive behavior. Such behavior consists of actions that the child performs on the first impulse under the influence of external conditions, under the influence of strong impressions, without weighing all the positive and negative aspects. The child reacts quickly and directly, and often quickly repents of his actions. Often he begins to perform tasks without listening to the instructions to the end, but after a while it becomes clear that he does not know what to do. Such a child easily tolerates punishment, does not hold evil, constantly quarrels with peers and immediately endures.

Protest movement. Forms of children's protest behavior are negativism, stubbornness, stubbornness. At a certain age (3-year crisis, etc.), such changes in behavior indicate the normal formation of personality. If such manifestations are only negative in the child, it is considered a lack of behavior. Children with oppositional behavior initiate or engage in conflict situations more often than their peers.

Aggressive behavior. Aggressive is purposeful destructive behavior. Aggressive behavior can be direct , that is, directed directly at the object of irritation, or the child may be aggressive for some reason. unable to direct the source of the irritation and look for a safer object to discharge.

Misbehavior. As a rule , children with such behavior are characterized by irresponsibility, laziness, laziness, and selfishness.

Conformal behavior. These are quiet children who easily "keep up" with more active and lively peers. Without having their own position, their point of view , they easily accept someone else's. If harmonious behavior is strict, becomes a habit for a child, it will inevitably lead to a violation of his personal development.

with such behavior to have problems in communication and interpersonal relationships. The most characteristic of them is the selectivity of contacts and fear of public private speeches.

Demonstrative behavior. The opposite personality traits of conformity are self-reliance and independence. Signs of such behavior will be the desire to demonstrate the child's originality, unusualness, whims, as well as the uniqueness of his actions and behavior.

CONCLUSIONS

Is social behavior motives, and the scientists of the world have conducted research in a number of fields and studied their specific aspects regarding their development . The child understands the specifics of human relationships through communication with close adults, play relationships and communication with peers. A set of components that have a direct effect on entering into these relations and forming a social motive has been developed.

the structural structure of preschool children's moral concepts (social attitude, social motivation, moral education, collective activity) and the mutual compatibility of competences in the field of content and development were determined.

In the process of forming children's social behavior motives, it is necessary to pay attention to the development of social competences.

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