

## THE FORMATION OF ASSERTIVE BEHAVIOR OF SCHOOL AGE

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### ABSTRACT

In the article are given thoughts about effective formation of assertiveness and assertive behavior in positive and meaningful communication in upbringing and educating the youth in the system of pedagogical activity.

**Key concepts:** assertiveness, individual behavior, effective communication, confidence and positive installation, cognitive components, integral characteristics.

### INTRODUCCION, LITERATURE REVIEW AND DISCUSSION

Pedagogical practice shows that many children are often characterized by clearly insufficient equipment with the necessary social skills, which seriously complicates their relationship with adults and peers, as a result of which such children are either ignored or actively rejected. Both in the first and in the second case there is a deep experience of the child psychological discomfort and, as a consequence, he has a feeling of insecurity in himself, in his abilities and abilities, which undoubtedly affects the various activities and their results.

Problems in teaching children generate a lot of psychological and pedagogical consequences, one of which is the appearance of a self-doubt in a junior schoolchild. Children with long underachieving formed a low estimate of their abilities, which further strengthens their difficulties in teaching, making their positions in the class even more unfavorable.

Owning the necessary life skills that ensure successful communication with peers and adults, the ability to build relationships, and interaction with the closest social environment are extremely important for the child. Optimizing the conditions and means of forming assertive behavior in children, including them in active social relations, is an important task.

As a scientific concept, assertiveness, or self-confidence, has appeared in psychological literature relatively recently.

Assertiveness is the ability of a person to defend his rights confidently and with dignity, while not disregarding the rights of others. Assertive is a direct, open behavior that does not aim to harm other people [2, p. 40]. By "assertiveness" is meant a certain personal trait, which can be defined as autonomy, independence from external influences and assessments, the ability to independently regulate one's own behavior. Principles of assertive behavior:

- taking responsibility for one's own behavior. Essentially, assertiveness is a philosophy of personal responsibility. That is, we are talking about the fact that we are responsible for our own behavior and have no right to blame other people for our reaction to their behavior;

- demonstration of self-esteem and respect for other people. The main component of assertiveness is the presence of self-esteem and respect for other people;

- effective communication. In this case, the main three are the following qualities: honesty, openness and straightforwardness in conversation, but not at the expense of the emotional state of another person;
- demonstration of confidence and positive attitude. Self-confidence is associated with two parameters: self-esteem and the knowledge that we are professionals who have a good command of their craft;
- the ability to listen carefully and understand [8, p. 58].

D. Volpe showed that the social fear experienced by a person in certain situations plays a significant role in creating insecurity [7, p. 65]. Once emerging, social fear is strongly associated with certain situations and then reinforced by the reinforcement mechanism. D. Volpe described in detail the fear of criticism, the fear of being rejected, the fear of being in the center of attention, the fear of appearing inferior; fear of bosses, fear of new situations, fear of making claims or failing to deny a claim, fear of failing to say "no." Of course, to any extent the probability of the birth of these fears is peculiar to any person.

However, the problem of insecure ones is that for them social fear becomes the dominant feeling blocking their social activity [6, p.78].

A. Solter suggested that the cause of uncertainty can be the predominance of inhibition processes over the processes of excitation, leading to the formation of a "braking" personality, incapable of openly and spontaneously expressing one's feelings, desires and needs, limited in self-realization and experiencing difficulties with contacts with others people. [10, p. 132].

A sense of self-confidence, increases the person's endurance to severe trials and maintains vitality in the most critical circumstances [9, p. 150]. Confidence always involves the following components:

- subjective attitude to himself, that is, a person allows himself to have and indeed has his own claims;
- social readiness and the ability to adequately implement it, that is, own their own claims and seek their implementation;
- freedom from social fear and inhibition, that is, the ability of the individual to register and discover their own claims [6, p. 98].

L.S. Vygotsky noted that everything in man can be brought up and re-educated with the appropriate social impact. Personality in this case should be understood not as a complete form, but as a constantly ongoing dynamic form of interaction between the organism and the environment [3, p. 198].

L.I. Bozovic believed that a person who is a person has such a level of mental development that makes him able to manage his behavior and activities. A person who has reached full development is characterized by his own views and attitudes, his own moral requirements and assessments that make a person relatively stable and independent of the situational influences of the environment [1, p. 17].

Assertiveness, is one of the effective means of mastering a junior schoolchild with training activities and overcoming difficulties.

The formation of life competencies is conditioned by the need for self-affirmation, self-determination; including the formation and development of various qualities of the child's personality, promoting communication, the development of social skills and skills, the assimilation of social roles. Acquiring skills in the field of interpersonal relationships predetermines future success or failure in life situations. [4, p. 188].

The concept of "life competencies" is considered as mastering the knowledge, skills and skills already necessary for the child in everyday life, ensuring the development of relations with the environment in the present. The most valuable is the formation of personal strategies and tactics of behavior, interaction of the individual with the society [5, p. 107].

The process of forming life competencies involves mastering the forms of social behavior adopted in the family and the civil society, the initial ideas about social life, the social roles of people, providing pedagogical support aimed at providing prompt assistance in solving individual problems.

To date, in psychological science there is still no established idea of the content of the notion of assertiveness. In this regard, his analysis on the basis of philosophical and psychological concepts of personality, its properties, activity in various activities, communication, cognition is very relevant. Assertiveness lies in the fact that a person at every moment of his life decides what he will continue to do and in what direction to develop.

Thus, the problem of the regulation of self-control, the arbitrariness of behavior in children is a lack of volitional behavior, in a broad sense, as inability to overcome difficulties and obstacles on the way to achieving the goal, carried out on the basis of a conscious choice of motives in a situation of moral conflict. In this regard, it is important to teach children to manage their behavior, actions, speech in the process of communication, develop and maintain active and voluntary attention, to behave properly in joint activities with others.

Summarizing the foregoing, it can be argued that the purposeful formation of the life competencies of children contributes to the development of assertive behavior, increasing the potential of their social activity, opens the way for the successful resolution of those problems that arise in the process of education and training. Assertive behavior provides an active-research attitude to the world, an active, creative approach to life, the ability to openly express their emotional experiences, preferences, points of view, opinions, ideas, to form, achieve and retain their own life goals and their fearless defense in constructive- aggressive encounter with other individuals and groups. The effectiveness of the assertive actions of a person depends on the person having a sufficiently high level of development of universal psychological qualities, such as his intellectual, communicative, volitional properties.

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