

TECHNOLOGIES FOR THE DEVELOPMENT OF SOCIAL SKILLS IN PRIMARY SCHOOL STUDENTS

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ABSTRACT

This article highlights technologies for developing social skills in primary school students. The author has developed methodological recommendations for the use of games to develop social skills.

Keywords: Skill, social skill, behavior, development, method, technique, game, exercise.

INTRODUCTION

It is well known that social skills and competencies are mastered elements of social behavior, which include knowledge of the social world, itself and its place in the world, knowledge of behaviors that facilitate social interaction, and the ability to effectively interact with the environment. , is based on actions that allow them to define their place and express themselves, and this contributes to successful social adaptation and socialization in general.

The results of empirical research show that the knowledge and imagination of primary school students are not sufficiently developed in the field of ethics and law, which is the basis of behavior. There are some inaccuracies and mistakes in the description of such qualities as generosity, benevolence, fairness and responsibility in the imagination of schoolchildren. Most children define moral concepts through certain actions or contradictory traits: "kind is not greedy," "kind is a good person," "polite means he greets everyone," responsible is one who listens to adults, "benevolent - it is a gift to others, to share with others "and others.

Diagnostic methods such as "Incomplete sentences", "I am a friend", and "My friend" can be used to see the "problem area" and determine children's behavioral rules and ways of interacting, as well as their ability to evaluate behaviors (themselves and others).

MATERIALS AND METHODS

The effectiveness of social skills development in students is influenced by knowledge and ethical conversations. The purpose of ethical conversations is to gather moral knowledge by children, to form ethical concepts based on existing concepts. Ethical conversations help elementary school students understand all the diversity, all the complexity of human relationships. The theoretical knowledge acquired by students in the course of such conversations serves as a basis for their practical actions in real life. In organizing conversations, emphasis should be placed on problematic issues so that children are able to share their own perceptions of the situation, their own thoughts and opinions with others, even if their essence is not sufficiently understood. Using this method, the life outlook of primary school students is significantly expanded, and in this way mental processes (logical thinking, creative imagination, attention, memory, speech skills, etc.) are developed.

During the sessions, children are encouraged to choose examples from their own lives (positive

and negative) that confirm or deny the topic of discussion. It is important to guide students in what knowledge and methods they need to learn, highlighting practical, personal, and social significance, which will help internal motives to take precedence over external ones. The following effective methods of discussion help to activate all students in the class: "Wheel", where participants express their opinions in a circle, "Microphone" - students take a microphone in turn and choose a possible option based on their choice or, for example, a suggestion by the teacher complete the given idea.

RESULTS AND DISCUSSION

We believe that learning constructive ways of acting provides an opportunity to collaborate effectively with others. According to our research, only 25% of primary school students can tell in detail about their interests and the interests of relatives, friends, note the pros and cons of life experiences, identify what is important to them. Many children have a type of ego-dominant reaction, in which the child has a tendency to blame the other or to openly insult his or her partner in communication, which, of course, does not help resolve the conflict situation. The vast majority of students have a basic knowledge of emotional values and norms, but the emotional response to them is not yet sufficiently formed. It can be assumed that these children do not have an emotional relationship to standards for a variety of reasons, and may be in relationships such as internal rejection of values, formal, self-alienation.

To study students' self-assessment-based behaviors and communication competencies, they were asked "How do I behave?" it is useful to suggest filling out a questionnaire. In it, the reader must identify the appropriate answer option in front of each sentence. In fact, you will be instructed on how to behave as sincerely as possible. Analyzing the results of the survey allows the teacher to understand the specifics of the child's behavior and correct it later.

Exercises with both diagnostic and formative functions are effective for mastering constructive interactions with the environment, identifying one's own assumptions, and developing the ability to convert them into verbal forms.

It is important that students be able to perceive and interpret a person's emotional state through schematic images and plot drawings. Therefore, the Emotional Identification exercise may be helpful. It is recommended that the child review the suggested cards and describe the emotional state of the person depicted.

It is important that students choose their behavior model freely and consciously and make adequate decisions. It is impossible to ignore the importance of this component in the development of social skills and personality in general. The child's ability and willingness to make an adequate decision consciously based on certain knowledge, which is an important probabilistic basis, will be his criterion. Students should try to adequately evaluate both themselves and others' activities in order to understand themselves and others as values, to understand the motives of actions, and to be able to anticipate and predict the consequences of behavior based on available information. Certain knowledge of the ethical norms and methods of interaction acquired in the previous stage will be the tentative basis in this situation.

Reflection is one of the tools to help students develop social skills. Reflection is a universal way of shaping a person's attitude to one's own activities, not only for self-transformation, but also for identifying the limits of one's knowledge (ignorance) and independently finding conditions to expand known and popular boundaries.

Our research has shown that many children, when describing their friends and themselves as friends, emphasize educational features, i.e., confuse social roles and correspondingly expected social outcomes. Some find it difficult to describe or select people. A certain portion of the students wrote that they had no friends at all. When talking about themselves, the children highlighted less positive qualities than they described their friends, although about 78% of the children expressed a positive opinion about themselves as friends (“I’m a good friend,” “I’m a good friend”). When describing themselves as friends, they spoke of actions rather than moral-psychological qualities. This may indicate an underdeveloped reflection or some kind of behavior, self-esteem, at this age. Lack of adequate self-assessment can affect a person’s development, as this “closedness to experience” can lead to a situation of indifference to one’s own mistakes, the opinions and assessments of others. Some students have a low level of self-assessment ability, preferring adult assessment to self-assessment.

Dembo-Rubinstein's famous “Personality of Self-Assessment” methodology is used to assess a particular behavior by children, as well as to diagnose character traits and levels of self-esteem in a particular social role, or to assess students' own moral qualities that they possess or want to have. It is advisable to use the “Shop of Qualities” exercise to determine the level of delivery. The qualities that children have in themselves it is recommended that they define and choose the qualities they want to have. In the first column of the table are kindness, justice, curiosity, friendship, loyalty, love, courage, honesty, humility, diligence, conscientiousness, honesty, compassion, responsibility, responsiveness, purposefulness, generosity, optimism, kindness is passed. In the second column, the student identifies what qualities he or she has and can share, and in the third, what qualities he or she does not have but wants to have.

In psychology, two types of responsibility are considered, and their characteristics are based on a theory called locus control. It is important that children not only have a certain knowledge of social norms, but also understand the importance and necessity of activities that go hand in hand with emotional experiences in the first place. Purposeful formation of personal responsibility involves overcoming social infantilism, and thus the development of important skills and competencies in students: making decisions and evaluating their consequences, making conscious choices and estimating their capabilities, meeting the need for self-expression in socially acceptable ways

An evaluation is made with the interaction of rational and emotional aspects, with the help of which some decisions are made and others are rejected. In order to act properly on assessment issues, school students need to have certain assessment criteria. By mastering the content, the student evaluates not only the important situations to learn, but also himself, his attitude.

To assess behavior, the “Value Orientation as an Indicator of Social Behavioral Skills” methodology can be used. Its purpose is to determine the level of development of social behavior through aspects such as cognition, personality (in its two forms - "I - value" and "Others - value"), responsibility and socially useful activities. It is these aspects that include the orientation to social behavior, taking into account the basic needs of the individual, and at the same time ensure the success of the socialization and individualization of the individual.

RESULTS AND DISCUSSION

Play activities in young school children are a key tool in the development of active and reflexive-assessment components of the social skills system. The role-playing game plays a

special role in this. It is an activity in which there can be no external product, i.e., the result of that activity; its result is in the inner transformation of the individual, in the acquisition of a particular experience. In role-playing games, great opportunities are created to develop reflection as the ability to understand one's own actions, needs, and experiences, and to compare them with other people's actions, needs, and experiences.

The formation of social skills requires a system of plot-role games created in a certain image and aimed at gaining the ability of students to orient themselves in a particular life situation, and not only to determine the appropriate way out, but also to choose the most effective in certain situations. Play for children is a sphere of their social creativity, where motivational-spiritual and moral aspects can be addressed.

Emphasis is placed on the analysis of situations that are part of the content of educational activities, requiring the student to choose and justify it, to perform different options of the situation, to expand and deepen the moral experience, to develop moral consciousness and self-awareness in students.

CONCLUSION

It is advisable to use the above methods and exercises not only in the field of education, but also in extracurricular activities. This allows students to acquire the necessary social skills.

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