

DYNAMICS OF CONSTRUCTIVE BEHAVIOR FORMATION IN PRIMARY SCHOOL STUDENTS

Norkuzieva Dilrabo Sheralievna

Kokand State Pedagogical Institute

Teacher of "Pedagogy and Psychology" Department Uzbekistan, Kokand.

ANNOTATION

This article is devoted to the dynamics of the formation of constructive behavior in primary school students. The article also covers primary school students' behavior, national upbringing, respect for adults, exemplary learning activities, compromise behavior, conflict prevention skills, friendliness, diligence in acquiring knowledge, diligence, fairness, and communication skills in children. widely illuminated.

Keywords: Child, school, teacher, knowledge, skills, behavior, education, upbringing, learning activities, diligence, intelligence, pedagogical psychology, constructive behavior, activity.

INTRODUCTION

In learning activities, the mental characteristics of the individual are formed and developed, on the basis of which there are opportunities to perform new activities. Learning activity is a continuous process that manifests throughout a person's life. Russian psychologist A.N. Leontev in his works emphasizes the existence of mental and practical forms of human activity, the growth of the child's consciousness in the educational activity [1,35].

D.B. Elkonin, on the other hand, shows the features of educational activity and emphasizes its sociality according to its essence, content and form of manifestation. Learning activity is an activity that results in a change in the learner in the first place. His product must have been seen on a variety of motives. These motives should be directly related to the growth and development of the learner's personality [2,86]. Learning activities are directly related to the concepts of teaching, learning and learning. Education is a learning activity in which a teacher and a student work together to teach students the knowledge, skills, and competencies of a teacher. The educational process is directly focused on the acquisition of certain information, actions, forms of behavior. However, one of the urgent issues is to ensure the development of exemplary behavior in children, to improve its didactic, pedagogical and psychological basis. Below we try to highlight the content of some theoretical and practical research on this topic.

M.G. Agavelyan said that usually the school pays great attention to the effective implementation of the formal program in the first place. This is one of the responsibilities of the child in terms of learning requirements and mastery of state educational standards. However, mastering the informal program is also self-fulfilling. It is characterized by the phenomenon of constructive behavior in the psychological literature. That is, in any conflict situation, the child is able to consciously control his behavior and act thoughtfully in conflict situations [3,89]. At the same time, modern education is responsible not only for school students to pass science exams, but also for developing personality traits that allow them to adapt

successfully in society. The educational reforms being carried out in our country are aimed at radically improving the content, modern measures and methods of developing children's flexibility in the new educational environment and the development of their social abilities.

For young children who are just entering the learning environment, formal programs aimed at mastering social behavioral strategies also pursue such a lofty goal. Researcher According to L.N.Galiguzova, from the moment of going to school, the child is primarily exposed to social activity, the results of which are characterized by an assessment of social significance by others. In short, society is beginning to make strict demands on him for the first time [4,55]. In addition, his relationships with the people around him are in tune with these demands. In response to these requirements, the child develops certain ways and strategies of behavior in society. That is, it develops a form of constructive behavior (rule-based, conscious behavior). Such strategies, learned from childhood, are then the basis of social behavior, which determines the child's next life path. Spontaneous formation of behavioral strategies does not always provide effective social adaptation in the child, so the process of constructive behavior formation cannot be left to chance. That is, small school students need targeted assistance in creating a constructive behavior strategy. Therefore, the development of social skills of primary school students is one of the important areas of activity of psychologists and primary school teachers. So the question arises in psychologists and educators, how can we help children become socially competent? At this point, the issue of social skills and its analysis, which ensures the manifestation of constructive behavior in children, arises. According to I.G. Gorlov, social ability is a complex psychological phenomenon. It is more relevant to the science of pedagogy, and the justification of its components requires a psychological analysis. Analysis of existing approaches allows us to identify its main components [5,39]. Ability refers to knowledge, skills, experience, and the ability to perform a specific set of tasks.

In essence, the concept of social in education - defines the technical conditions, directs the child to the social sphere, that is, society, its behavior and interactions. The basis of social abilities is the knowledge of society, the rules and methods of behavior in it. Thus, the formation of constructive behavior in small school students begins, first of all, with the formation of social skills in them. It is not only about the world, the country, the region, their characteristics, their social institutions, school, family, but also about the specific characteristics, customs, norms and rules of people. Therefore, one of the important ways to form social skills in children is to form their knowledge of ways to behave and interact in each area of the external environment. Familiarity with methods and rules of behavior and interaction is achieved through specially organized observation, discussion of stories and tales, and so on. Implementing these tasks is not a challenge for every teacher, as the knowledge is reflected in school textbooks. We only control the conscious mastery of this knowledge, the behavior of children, their cognitive abilities. Moreover, knowledge in itself does not yet give the individual authority in society. A child who knows the rules of the school well does not always adapt quickly to school life, but for him, there should be opportunities to apply the existing knowledge. It is characterized by the formation of skills. Social skills and constructive actions are formed in the direct experience of the child and in specially organized activities.

E.A. Kurnosikov emphasizes that in order to develop social skills in children, they must have experience of active interaction. It should be noted that the ability to communicate properly with others, to work together, to be responsible, to resolve conflicts, to listen to others, to ask teachers for help in acquiring knowledge, to help their peers are among the constructive behaviors and manifestations. To increase the effectiveness of the formation of such social skills in children, first of all, it is necessary to use a variety of games [6,71]. This means that the child learns to interact through games, to listen to others, to be a good partner in communication, to help others, to be responsible for homework. Little school age is the first period of a child's involvement in social life, in activities of social significance. In this process, a number of personality traits that are important for social adaptation are formed. All of Bulra develops through learning motivation. In this way, children develop constructive forms of behavior.

According to N.P. Slobodyanik, motivation to succeed is a very positive basis for a child's social adjustment. Learning motives are aimed at the constructive direction of the child's actions and the achievement of positive results. However, some children have not yet done or mastered anything, so they are afraid of failure and refuse to read. Second, in the process of intensive development and qualitative change of the cognitive sphere, the child develops his mental processes and learns to control them [7,119]. In fact, they have an indirect character, and later, it becomes conscious and voluntary. This can be described as the basis for the emergence and development of the ability to voluntarily regulate behavior and self-manage. Or this constructive behavior is also called a step into action.

Third, the child acquires the ability to look at himself with his own eyes and through the eyes of others, he develops a dialogic consciousness in the child, is critical of himself and others, he strives for self-esteem. Self-esteem, on the other hand, refers to the formation of the "I" and largely determines social adaptation. And regulates the child's behavior and activities. Primary school education further develops children's relationships with the people around them. Children learn social norms, differentiate interpersonal relationships as "good-bad" and get closer to their peers. categories, lose their unspoken orientation toward adults, and approach a group of peers.

In general, elementary school students, based on the knowledge they acquire, understand that they need to be able to solve many life situations, including difficult situations in social interaction, on their own. Therefore, the formation of behavioral patterns in primary school students in accordance with national traditions, values, the rational use of educational methods is one of the psychological conditions for the formation of constructive behavior.

LIST OF USED LITERATURE

- 1) Elkonin D.B. Child psychology: textbook. manual for students of higher. study. institutions. / Ed. B.D., Elkonin, 4 th ed. - M. : "Academy", 2007. -S. 111-112.
- 2) Leontiev A.N. Activity. Consciousness. Personality. - M. : Meaning, Academy, 2005 . - 196 p.
- 3) Agavelyan M.G. Recognition of non-verbal human behavior by mentally retarded schoolchildren. Abstract of a thesis. Cand. ped. sciences. - Yekaterinburg, 1998 . - 19 p.

- 4) Galiguzova L.N. How to help a child cope with conflicts // Motherhood. 1997. - No. 11. - S. 65 - 69.
- 5) Gorlov G.I. Psychological features of constructive resolution of conflict situations between a teacher and high school students in educational activities. Diss. Cand. psychol. sciences. Voronezh, 2001. -169 p.
- 6) Studying the personality of the student: Teaching method. allowance / Ed. E.A. Kurnosikova. - Saransk: Publishing house of Mordov. University, 2000 . - 112 p.
- 7) Slobodyanik N.P. Formation of emotional-volitional regulation in elementary school students: Pract. allowance. -M .: Ayris-press, 2004.- 176 p.