

Formation of Social Skills in Primary School Students with Diagnostic Tools

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ABSTRACT: This article describes diagnostic methods 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.

In national psychology and pedagogy, there is a great deal of experience in establishing the relationship between the process of socialization of the child and his education, which has been preserved from the past. However, socialization, as a rule, is understood in a broad sense, as a process and result of participation in the life of society through the assimilation of traditions and values by the younger generation and the active re-application of social experience. This situation:

- between the need for pedagogical support to target student interactions in accordance with the age characteristics of primary school students and the lack of attention to the development of science-based practical approaches to this problem;
- between the need to implement the communicative and social direction of the modern educational process and the insufficient development of theoretical approaches to the development of social skills in primary school students;
- creates a number of contradictions between the general guidelines of modern primary education for the development of the primary school student as a subject of activity and the forms of organization of children's activities aimed at the implementation of the traditional executive component.

Therefore, there is a contradiction between the need for active socialization of the younger generation in society and the lack of attention to the development of social skills in students, as well as the need for school practice and the lack of mechanisms to address this problem. The regulatory approach is mainly applied in only one link: either extracurricular activities or working with older school-age students. This, in our opinion, reduces the chances of achieving high performance.

We believe that there is an opportunity to form and strengthen socially acceptable forms of behavior and to use them in a new system of relationships. Frequent ways of solving behavioral tasks become habits. This is confirmed by

the views of L.I. Bojovich. According to him, certain personal qualities are based on defined and customary forms of child behavior. When talking about developing social skills, it is important to emphasize active and conscious behavior in the situation presented in accordance with the norms and means of effective influence that allow for creative change, rather than weak imitation of yourself or someone else. It is this type of behavior that corresponds to a high level of socialization, and it has an element of awareness associated with the evaluation of one's own personality, environment, and one's own activities.

In a socially comfortable environment, an elementary school student can achieve a high level of their own relationship with the world around them. He can express only the essence in himself or present himself as a carrier of negative tendencies in social life in general, actively realize the possibility of self-development, or express positive social content spontaneously and partially. It is the teacher who can naturally deal with the comprehensive development of students, creating certain conditions, taking into account the peculiarities of this age. The leading trend in the development of modern primary education includes not only the acquisition of basic knowledge, skills and abilities of students, the development of the most important intellectual abilities, but also the creation of conditions necessary to ensure the overall development of the child's personality.

By social skills we mean sustainable forms of social behavior. Skill is a sustainable element of activity, a social movement.

When we talk about social behavioral skills, we mean not only knowledge in this area, but also a valuable attitude to their application, role, norms and rules of behavior, social functions, customs. It is important to note the most important personal experience accumulated in the system of interaction with others, which allows finding a positive confirmation in practice and achieve an effective result.

Skills are actions that are not only well-trained and mastered, but are primarily based on the acceptance and understanding of a particular pattern of behavior. The concept of "social ability" emphasizes that, in our case, these are in part some of the realized skills that a person actively uses. Social skills are a high level of behavior that includes elements of multiple social skills. These include behaviors, ways of dealing with one's inner world. That is, social skills can be considered as personal actions, the subjective content of which consists of interpersonal and interpersonal methods of internal influence.

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. It is based on actions

that allow for self-determination and self-expression, and it 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 so on.

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, evaluating behaviors (both themselves and others).

The purpose of the method "Incomplete sentences" is to study the child's attitude to others, to himself, to choose the appropriate course of action in a conflict situation. This methodology belongs to the additive group of projective methodology. The child is offered a series of unfinished sentences consisting of several words so that he or she can complete them at will. Sentences are structured in a way that encourages the reader to respond to the events being studied.

The child is asked to end the sentence with the first thought that comes to mind:
1. I think I am often ... 2. The children I am friends with ... 3. When they offend me, I ... 4. The children I play with ... 5. If a person never praise ... 6. If they deceive me ... 7. I want ... 8. If they ask me anything ... 9. Everyone ... 10. When I am sick, my classmates ... 11. If someone is wrong, then I ... 12. Children who study with me ...

The data obtained are processed both qualitatively and quantitatively. In each column of the table, corresponding to a particular type of relationship, the types of reactions are listed: "n" - neutral, "s" - negative, "i" - positive. Reviewing the results of the questionnaire and then discussing the questions with the children will help them to some extent correct their perceptions of the attitudes towards the issues discussed and the norms of behavior.

The purpose of essays on "I am a friend", "My friend" is the content analysis of the data. It aims to determine students' perceptions of the social roles cited, to understand the requirements for the performer of that social role. The analysis also allows us to determine the number of traits and qualities that characterize the ethical and psychological aspects of relationships that are distinguished by children.

Students are offered the following instruction: Everyone “plays” certain roles in life (boy, girl, student, customer, neighbor, etc.), requires him to perform certain actions, to show certain qualities. Tell us about the role of “Friend”: how do you play this role, what does it mean for you, do you want to be better in this role; what do you expect from your friend - what do you not expect. ”

When processing the results, the number of named positive qualities is recorded (1 point for each quality). In the above actions against your friend, we emphasize whether the focus is on the consumer attitude. It also takes into account the desire to be better, to improve, and the overall positive evaluation of your friend (1 point is added for the presence of these categories).

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 they do not understand the essence of the situation. 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 helps internal motives to take precedence over external ones. The following effective methods of discussion help to activate all students in the classroom: “Wheel”, where participants express their opinions in a circle, “Microphone” - students take a microphone and choose a possible option based on their choices or, for example, a suggestion by the teacher.

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 are able to 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.

The postman exercise is designed to describe the attitude to adults and peers, to identify important people for the child, the characters in the books. 14 letters (9 positive and 5 negative) are sent to people with positive and negative evaluations (for example, "You are the kindest", "I am upset with you", "They don't love me", "Help me". I want them to give ", "I am ready to help "). The child distributes these cards to the "mailboxes" at will: for example, to a friend, a parent, a teacher, anyone, a magician.

The Fanta exercise focuses on identifying and shaping students' ability to perform certain social actions. Children are encouraged to take the fanta tasks one at a time and perform them in a playful situation (e.g., asking their peers to participate in a game; convincing a friend not to insult others).

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 criterion is the child's ability and willingness to consciously make an adequate decision based on certain knowledge, which is an important probabilistic basis. Students should understand themselves and others as values, understand the motives of actions, and try to adequately evaluate the performance of both themselves and others in order to be able to predict 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.

consequences, conscious choice and self-assessment, the need to express themselves 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.

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, 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.

Below we will focus on some of the exercises.

In the Plus and Minus Exercise, students write their three pros and cons on three separate pieces of paper. Then all the papers are mixed and placed in the middle of the class. The children sit in a circle, take turns taking a piece of paper, reading it aloud, and placing it in front of the person to whom it is written (in reverse). Then everyone reads the papers in front of them. Comments are given at will.

In the "About Me" exercise, each participant writes about himself or herself, using 7 (10) nouns, then 7 (10) adjectives. He writes his own life motto. All

papers are mixed and read in turn. You are asked to guess who wrote this about himself.

The purpose of the exercise "Proverbs in our lives" is to understand the moral and legal relationship. Working with proverbs can be organized into groups: children are asked to create three different proverbs from several parts, then (as an option) the work continues as follows: 1st student reads the beginning of the proverb or proverb, 2nd student completes, 3rd student explains the meaning . Each child in the group plays this or that role in turn: in the role of 1st, 2nd and 3rd student. In another version of the work, students are offered different situations of interaction, and they have to choose a proverb or parable that suits the situation (the work can also be done in pairs or in a group). The third option is to distribute articles on the subject in accordance with the articles of the Declaration of Human Rights or the Convention on the Rights of the Child.

“Find the cause of the situation” exercise to help participants look at themselves from the outside, to understand their strengths and weaknesses when communicating in a particular conflict situation; it is necessary for them to understand what needs to change in successful communication in such situations. The class is divided into several groups. Each group receives a card with a specific situation. Its participants should consider the causes of this condition. For example, the following situations can be suggested:

- Akmal always takes things from his classmates without permission.
- Diyor quarreled with Dilbek.
- Jahangir is upset that his classmates do not want to be friends with him.
- Nozima refused to wipe the board, despite being on duty.

Amirkhan broke the chair and said he didn't know who did it.

In the “Communication Situations” exercise, you can meet, ask, accept an offer, agree, forgive, refuse, ask for help, offer to help, offer condolences, support, and so on. introduces options for expressions used in situations. The basis of the exercise is the repetition, staging of certain situations. Nonverbal relationship options are also considered.

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. For example:

- What would you do if you were walking in the yard with other children and one of them fell next to you and seriously injured his leg?

- The children were playing in groups, some were drawing, someone was looking at the pictures in the book. Anora was sitting very sad alone ... How would you act in such a situation: would you do anything or not?

- Your friend finds it difficult to complete the task in class and asks you to help. What would you do?

It is advisable to use these 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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