



Research Article

Volume-02|Issue-12|2021

Psychological Processes Aimed at Increasing the Social Activity of Primary School Students and the Factors Influencing It

Mukaddas Rakhmanova*¹, & Bargida Mirjalilova²

¹Associate Professor, Department of Psychology, Chirchiq State Pedagogical Institute of Tashkent Region, Chirchik, Uzbekistan

²Master Student, Chirchiq State Pedagogical Institute of Tashkent Region, Chirchik, Uzbekistan

Article History

Received: 01.12.2021

Accepted: 08.12.2021

Published: 13.12.2021

Citation

Rakhmanova, M., & Mirjalilova, B. (2021). Psychological Processes Aimed at Increasing the Social Activity of Primary School Students and the Factors Influencing It. *Indiana Journal of Humanities and Social Sciences*, 2(12), 8-12.

Abstract: This article analyzes the forms, effective methods and tools for developing social activism of primary school students. That is, the student acquires social activism skills by actively performing the activities that he or she is actively doing with the help of adults. To do this, it is necessary to focus on self-education and control, which is the basis of the education you give to the student. In fact, upbringing is a social phenomenon, a social reality, and motivation plays an important role in the process of preparing a person for socio-professional relations on the basis of spiritual and moral self-education in the spirit of diligence, patriotism, humanity.

Keywords: Elementary Students, Social Activism, Methods And Tools, School Teachers, Nature And Behavior.

Copyright © 2021 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0).

INTRODUCTION

The following indicators that affect the process of motivation of future primary school teachers in improving the system of formation of social activity skills in students are of particular importance:

- basic concepts of future primary school teachers in the formation of social activity skills in students and the characteristics that determine the need to use their interests, needs, worldviews, thinking, imagination and opportunities;
- specific features of the motives, factors and means that correspond to the results of the successful solution of the goals set in improving the system of formation of social activity skills;
- specific features of the creative process that create the necessary and favorable conditions for the formation of social activism skills of future primary school teachers in students;
- specific features of the use of creative approach, systematic approach, innovative approach, person-centered activity approach, acmeological approaches in the organization of the process of formation of social activity skills in students of future primary school teachers;
- the specificity of the reliance on the reliability and novelty of information in improving the system of formation of social activity skills in students of future primary school teachers.

THE MAIN RESULTS AND FINDINGS

Based on the above considerations, it can be said that the learner acquires social activism skills by performing the activities they are actively performing with the help of adults independently tomorrow. To do this, it is necessary to focus on self-education and control, which is the basis of the education you give to the student. In fact, upbringing is a social phenomenon, a social reality, and motivation plays an important role in the process of preparing a person for socio-professional relations on the basis of spiritual and moral self-education in the spirit of diligence, patriotism, humanity.

Social activity and its types is a manifestation of the qualities of diligence, ideological-political, spiritual, mental-cognitive, aesthetic, which allow to develop the skills of diverse social activity. Yu.P. Sokolnikov distinguishes the following qualities and components from them:

- **Social Qualities:** a) worldview (general views on nature, society, thinking, ideals, beliefs); b) high level of education (general and vocational training) and culture (work, communication, behavior, general erudition); c) discipline and organization.
- **Psychological Qualities:** a) developed intellect (ability to analyze concepts, reveal the essence of

events), ability (general and special), emotions (dynamics of moral, aesthetic feelings, high mood); b) voluntary acts that stimulate activity: purpose, motive, choice of means, decision-making; c) intellectual needs, interests, rules aimed at satisfying social interests; g) communicative skills.

- **Physical Qualities:** a) good health; b) high work capacity (diligence).

Prospective primary school teachers can be divided into general groups of components through different types of social activity in the process of forming social activation skills in students. The specific features of social activity are based on these groups.

In turn, the components are divided into the following types:

- Components that characterize the spiritual orientation of social activity. They express the goals and motives of activity, explain the attitude of the individual to the tasks set before him objectively, and play a leading and defining leadership and personality traits in the structure of social activity, which is a form of life activity.

These components can be divided into two subgroups:

- **Spiritual Knowledge:** It is known that human knowledge is an adequate reflection of reality in his mind in the form of imagination, concepts, considerations, theories. Human knowledge, like his thinking, is a form of activity of the human mind. They underlie the worldview that forms the core of a person's spiritual image. Different types of social activity require different knowledge from a person, but the necessary component of the structure of each of them is spiritual knowledge. They consist of a person's knowledge of political and spiritual ideals, principles, norms, and requirements that reflect the social relations and development prospects of a society. This knowledge is a necessary component of a person's 'inner position', his attitude to the world, and often defines that relationship;
- **Motives of Social Activity:** They are various events and situations that arouse the activity of the subject. It arises in the process of a person's interaction with real life and motivates him to direct action, making his system of needs his first basis. An individual's spiritual knowledge, feelings, thinking, worldview and abilities, as well as the conditions of interaction in which an individual is active, play an important role in the emergence of this or that motive of activity.

An important role in the motivation of the structure of social activity of the individual is played by a group of socially significant motives, conventionally called "narrow social motives". These include motives related to a social environment that is close to the individual. Their emergence is characterized by the fact

that social activity is manifested by people in a similar environment - in the family, in the place of residence, in the communities where they study, work, spend their free time. It is known that these communities are the specific links of our society. In serving the community and society in general, a person demonstrates a high level of social activism.

- Components that characterize the subject of social activity. This group of components includes a person's practical knowledge of a particular object and event of social reality and the corresponding skills and abilities. Social activity performed by a person in the types of spiritual and subjective practical activities also implies that they have a variety of knowledge, skills and abilities. Demonstrating political, labor, or aesthetic activism by an individual does not require the same knowledge, skills, and abilities. However, the analysis shows that the practical knowledge, skills and abilities required in all types of social activity can be distinguished. Their formation is also a necessary condition and component of social activity.
- Components that characterize the degree of expression of a specific feature of social activity. This group of components of the integral quality under consideration includes: the individual's initiative in the activities he demonstrates, independence, perseverance, long-term action, perseverance in overcoming difficulties. The manifestation of these qualities allows an individual to carry out activities at the level of a personal model. The degree of formation of a group of components of social activity determines its degree of expression. It manifests itself in the pace of an individual's activity, in the mobilization of his spiritual and physical forces, in a creative approach to the selection and solution of issues of objective importance to himself and to society.

The highlighted groups of components of social activity are interrelated in content. The slow development of one of these groups affects the performance of others and, of course, reduces its manifestation. Among them, the leader is the inner quality of social activity, that is, the motivation that determines the spiritual and moral orientation. However, the level of its development is determined not only by the system of motives underlying it, but also by the development of a person's moral consciousness, spiritual knowledge, thinking.

On the basis of the development of spiritual knowledge and needs of future teachers at this age, along with the development of their abilities and skills, there is a formation of motivation for the social significance of social activity. Its development is primarily due to the intensive formation of "narrow social" motives at this age, a sense of responsibility to caregivers, responsibility to educators, peers, parents, a

sense of unity with the community. It is they who encourage future teachers to be socially active. Broad social motives are reflected in love for the Motherland, understanding and feeling of social duty. Only the simultaneous development of these two group motives can ensure the effectiveness of the development of student social activism.

The analysis of the main directions of the development of social activity serves as a theoretical basis for distinguishing the system of interrelated criteria of social activity of future teachers and indicators that summarize the level of development of the quality we are studying on each of these criteria. These criteria include.

The first criterion – the degree of formation of ideological and ethical perceptions that characterize the level of awareness of the social activity of future teachers.

Indicators characterizing the level of development of these perceptions are: the degree of adequacy to the real world, the completeness and comprehensibility of ideological and moral ideas. The last of the mentioned indicators characterizes the extent to which ideological and moral ideas reflect the more important features of events, objects, qualities, and how close these ideas are to the level of concepts in their development.

The second criterion – the level of acquisition of practical skills by future teachers as a necessary component of social activity. This criterion, which characterizes social activity in terms of subject-operational, as its indicators can be the level of formation of educational, organizational work, daily life, production - technical skills. The practical knowledge, skills and abilities required for the manifestation of this or that type of social activity depend on the content of the activity in which this activity is manifested.

The third criterion – the level of development of social activity motivation in future teachers. As noted, in this motivational structure of the age under study, the desire to care for others takes a leading place in the context of proper upbringing. The level of development of this aspiration mainly characterizes the ideological and moral upbringing of the students. This criterion, together with the level of development of ideological and moral ideas, explains the orientation of the student's social activity, the degree of its conformity to the interests of the community, society. The following are indicators of the level of development of the desire of future teachers to care about others:

- the future teacher has a kind response to others;
- willingness to help his peers on their own initiative in reading and other work;
- attitude and passion for social tasks;

- activity in team work;
- caring for family members and friends around.

The fourth criterion – the level of development of independence and initiative.

Initiative, independence - these are the main characteristics of an individual's behavior. V.V. Davidov, M.S. Kon, V.E. Komarova define the concept of "person" as the integrity, independence, ability of subjects to act independently. The following can be noted as indicators and key manifestations of the independence of the future primary school teacher;

- "the existence of an understanding and aspiration for independence;
- ability to plan future activities and act according to plan;
- Demonstration of initiative and determination in the performance of assigned tasks;
- ability to monitor, analyze and evaluate their own work."

We have identified general criteria for improving the system of formation of social activity skills of future primary school teachers in students. The general trends of its development can serve as a basis for the development of appropriate indicators of specific types - educational, labor, ideological-political, artistic-creative formation. It can be assumed that their indicators will be a specific modification of the general criteria for the development of social activity in relation to the content of this or that activity. These criteria are closely interrelated.

Indeed, in studying the social activity of an individual, it is impossible not to take into account his belonging to the community, social group, public organization, and vice versa, when studying the social activity of this or that association, it is impossible not to take into account their individual members. Because there is no collective initiative without the creative expression of the initiative of individual members of the team. On the one hand, an individual's activity depends in many ways on the conditions imposed on him by this or that social organization, on the other hand, the individual himself influences the group life in a certain way.

The following table shows the initiative, independent creativity of future primary school teachers as special components that characterize the specific features of the system of formation of social activity in students.

Thus, the types and characteristics of motives for achieving effectiveness in the formation and development of social activity skills in future primary school teachers, their existing needs, perceptions, imagination, worldviews and interests, the characteristics of personality-oriented influences,

behaviors, aspirations reflexive and systematic approaches and the need to innovate should be considered as factors influencing the effectiveness of the process of motivating the development process.

The activities of future primary school teachers in the formation of social activism skills in students play a special role in pedagogical-psychological, social knowledge, educational processes, pedagogical practice, organization of graduate work, independent educational

processes. Because the student's understanding of the essence of pedagogical, psychological and social factors as a future primary school teacher and the ability to use them extensively in practice leads to a deeper understanding of the content and essence of social activism skills in students. Especially in the process of pedagogical practice, the motivation of the future primary school teacher to form social activity in students is of particular importance (Table 1).

Table 1: The Degree of Formation of Social Activity Motivation in Respondents

No	The Degree of Formation of Social Activism Skills	Experimental Group	Acquired Knowledge, Skills and Competencies
1	Motivation	Resp.soni	In terms of interest Bali
1	I have developed an interest and sense of responsibility in the educational process to effectively use the available opportunities to develop students' social activism skills.	228	84,3
2	I fully understood the key functional responsibilities of future primary school teachers in shaping students' social activism skills.	228	82,7
3	I realized that the teaching profession is an honorable and difficult profession, defined by the fact that it justifies its duty and trust to the people and the country, is worthy and dedicated to their profession.	228	80,6
4	Through this profession, I realized the importance of inculcating in students the concepts of high human feelings, moral qualities and virtues, goodness, kindness, humanity, kindness, mutual respect.	228	76,9
5	The teaching profession requires constant work on itself, inquisitive, communicative, up-to-date, constantly aware of innovations and creative, very demanding of themselves.	228	74,7
6	In the image of a modern teacher, he is loyal to his profession, dedicated, socially active, loves his profession and children, respects them, respects them, directs them to life and work, knows how to be an example and role model for students.	228	74,7
7	Constant analysis of students' unique characteristics, mental experiences and state, directing their interests and abilities correctly, practical assistance, support, responsible approach to demonstrate talent.	228	72,6

CONCLUSION

Proper organization of pedagogical practice in the educational process, the motivation of the future teacher's social activity in the implementation of research work on the topic of graduate work is also a pedagogical and psychological factor. Because in the process of pedagogical practice it is obvious that the future teacher has a growing love and interest in his profession. Teaching responsibility, student group management, effective organization of lessons and learning process, most importantly, understanding students, applying object-subject relations, finding their way to their hearts, the formation of new knowledge, skills and abilities increase students' sense of responsibility for their profession. In the process of pedagogical practice, he learns the subtleties, hardships

and honorable aspects of his profession, and the process of adaptation takes place. This situation effectively influences the future primary school teacher to carefully study all aspects of the student, to improve the system of formation of social activity skills, depending on their nature and behavior, level of knowledge and aspirations, motivation to perform assigned tasks.

REFERENCES

1. Rakhmanova, M. K. (2016). Bases of Formation Students' Social Activity. *Eastern European Scientific Journal*, (3).
2. Eady, M., & Lockyer, L. (2013). Tools for learning: Technology and teaching. *Learning to teach in the primary school*, 71.

3. Doniyorov, A. K., & Karimov, N. R. (2020). An Incomparable Book of a Great Scholar. *Bulletin Social-Economic and Humanitarian Research*, (6), 63-71.
4. Harris, J., Mishra, P., & Koehler, M. (2009). Teachers' technological pedagogical content knowledge and learning activity types: Curriculum-based technology integration reframed. *Journal of research on technology in education*, 41(4), 393-416.
5. Rakhmanova, M. K. (2017). Socialization and Categorization of Education content. *Eastern European Scientific Journal*, (5).
6. Omonov, Q., & Karimov, N. (2020). Importance of Ancestral Heritage. *The American Journal of Social Science and Education Innovations*, 2(09), 196-202.
7. Renatovna, A. G., & Renatovna, A. S. (2021). Pedagogical and psychological conditions of preparing students for social relations on the basis of the development of critical thinking. *Psychology and Education Journal*, 58(2), 4889-4902.
8. Raxmanova, M. Q. (2020). YOSHLARDA IJTIMOYIY-MA'NAVIY FAOLLIKNI OSHIRISHGA BO'LGAN ENTIYOJLARNI SHAKLLANTIRISH. *Science and Education*, 1(Special Issue 4).
9. Рахманова, М. Қ. (2020). ТАЪЛИМ ЖАРАЁНИДА ЎҚУВ МУНОЗАРАЛАРИНИ ТАШКИЛ ЭТИШДА ЎҚИТУВЧИНИНГ ПЕДАГОГИК МАҲОРАТИ, ИЖОДҚОРЛИГИ ВА ФАОЛЛИГИ. *Oriental Art and Culture*, (IV).
10. Karimov, N. R. (2020). A True Successor of Great Central Asian Scholars. *Journal «Bulletin Social-Economic and Humanitarian Research*, (7), 62-69.
11. Mercer, N. (2010). The analysis of classroom talk: Methods and methodologies. *British journal of educational psychology*, 80(1), 1-14.
12. Рахманова, М. К. (2020). РАЗВИТИЕ СОЦИАЛЬНОЙ АКТИВНОСТИ СТУДЕНЧЕСКОЙ МОЛОДЕЖИ В ПРОЦЕССЕ СОЦИАЛЬНОГО ОБРАЗОВАНИЯ STUDENTS SOCIAL ACTIVITY'S DEVELOPMENT IN THE PROCESS OF SOCIAL EDUCATION. *M75 Молодежная наука: вызовы и перспективы: материалы*, 108.
13. Kariiev, A., & Aminov, N. (2020). New Findings in the Scientific Heritage of Burhan Ad-Din Al-Marghinani. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(6), 8975-8983.
14. Рахманова, М. Қ. (2020). ТАЪЛИМ ЖАРАЁНИДА ЎҚУВ МУНОЗАРАЛАРИНИ ТАШКИЛ ЭТИШДА ЎҚИТУВЧИНИНГ ПЕДАГОГИК МАҲОРАТИ, ИЖОДҚОРЛИГИ ВА ФАОЛЛИГИ. *Oriental Art and Culture*, (IV).
15. Dalibaevna, N. D. (2020). The Place and Role of Women in Society in the Pre-Islamic Period. *International Journal of Discourse on Innovation, Integration and Education*, 1, 58-65.
16. Рахманова, М. К., & Миржалилова, Б. Б. (2021). Касб таълими талабаларининг педагогик интеграция асосида ижтимоий мослаштириш омиллари. *Science and Education*, 2(Special Issue 1), 206-217.
17. DJURAEVA, N. (2021). Historical Science Attitude to Women in Uzbekistan in Public Policy and Strategy. *Central Asian Journal of innovations and research*, (1).