

"SOCIAL-PSYCHOLOGICAL FEATURES OF FORMING POSITIVE ATTITUDES IN STUDENTS OF JUNIOR SCHOOL AGE"

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Abstract

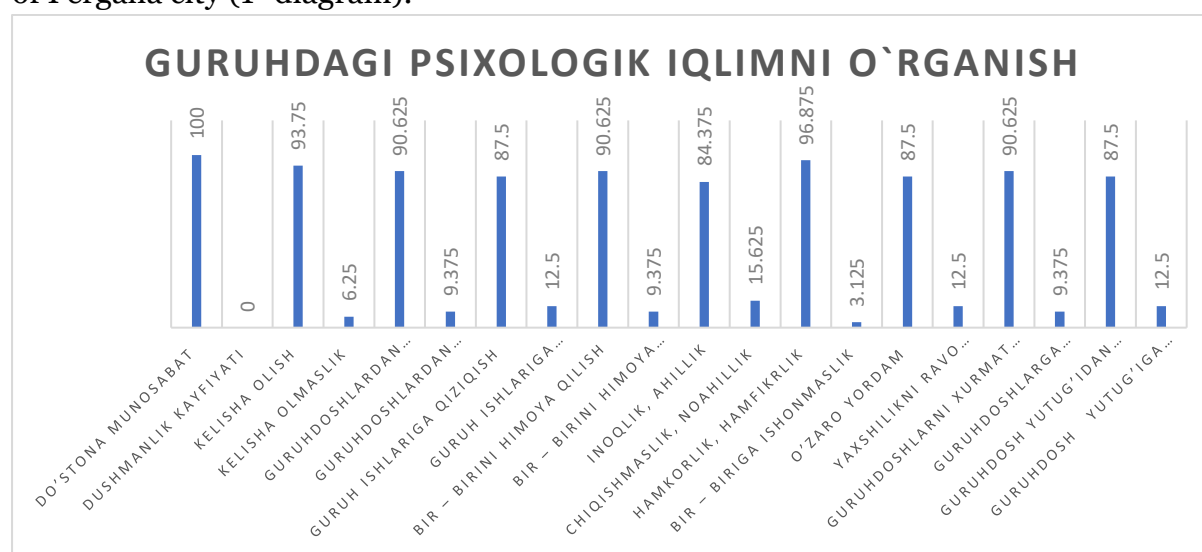
Preparing the youth of our republic, which is on its way to independent development, for a new social environment, educating them in the spirit of the times is one of the urgent and priority tasks. The development of the reforms implemented in our republic depends on the spiritual image and personal integrity of young people in many ways.

The implementation of these tasks requires deep consideration of democratic principles in human relations. Social relations between people are unique in the East and are settled according to the psychology of each nation. In our developing society, great attention is paid to the issue of raising a healthy generation, a perfect human being. We know that the school is an important place in the education of the young generation. President Shavkat Mirziyoyev's task of forming a generation of modern and broad-minded young people who have a clear civic position, protect the interests of society and the state, actively participate in changes and reforms in the life of the people, is extremely important. Based on the great idea that "New Uzbekistan begins at the school threshold", the work we have started on turning school education into a nationwide movement in our country is moving to a new level. It is not in vain that he said that the school is not only a place of education, it should become a cradle of high spirituality for all of us, a place where our children are taught from childhood to profession. Forming a team of students is a central task in pedagogical activities at school, because the main goal of education is to educate the individual in the team. Education requires a certain level of organization, discipline, volitional effort, activity, goal-oriented activity from the student. Involuntary actions are replaced by planned, goal-oriented mental work. It is one of the urgent tasks of the present day to make the students of junior school age mature in all aspects, with good morals and good manners. Because this thing comes from the issue of increasing the effectiveness of education and upbringing in the process of restoring national values and morale. In order to achieve high efficiency in the process of developing the moral qualities of students of junior school age, it is necessary to take into account their young individual psychological characteristics. The student is combined with his peers in a certain class

team. As long as this is the case, the class team and its members have the task of protecting the interests of the majority, subordinating personal desires to the aspirations of the whole community, mutual support, mutual respect, mutual demands, social responsibility and duty. puts In performing these tasks, it is appropriate to form the methods of positive attitude of students towards each other. Interpersonal relations in the group will be at a high level if students establish friendly relations with each other, get along, protect each other, have mutual harmony, help each other, and respect their classmates. . Communication is important in building positive interpersonal relationships in the classroom.

Within this topic, several scientists have conducted research, including: V. Wundt paid special attention to the psychological and psychophysiological aspects of speech in his psychology of peoples, L. S. Vygotsky emphasized that thought and speech are in a dialectical unity, P. P. Blonsky thought and while emphasizing the continuous connection of speech, he expressed his opinion that they are not exactly one thing, based on I.P. Pavlov's teaching about conditioned reflexes, he paid special attention to the signaling nature of words, S.L. Rubinstein related speech to consciousness E.M. Shevaleva and O.M. Ergol'skaya developed the method of analysis of communication and speech product, B.F. Parigin emphasized that dialogue is a multifaceted process. However, it should be mentioned that no research has been carried out on "Social-psychological features of the formation of positive attitude methods in students of junior school age" until now.

The goal is to form positive interpersonal relationships among students of junior school age, to increase their level of importance in the future, to teach self-awareness, to form the skills to get out of difficult situations, to encourage them to work together, to make the team cohesive. In order to study the interpersonal relations in the class team, we conducted the methodology "Study of the psychological climate in the group" proposed by F.Fidler among 32 students of the 4th grade of the 6th secondary school of Fergana city (1 -diagram).



1-diagram

Analyzing this table, 32, i.e. 100% of the students said that "Friendliness" is characteristic of the first scale, 30 out of 32, i.e. 93.75% of the students were of the second scale. According to "Agreement", 2 people, i.e. 6.25 percent of test takers, characterized "Disagreement", 29 out of 32 people, i.e. 90.625 percent test takers, according to the third scale "Satisfaction with peers", 3 people, i.e. 9.375 100 percent of the test subjects have the characteristic of "Dissatisfaction with classmates", 28 out of 32, i.e. 87.5 percent of the test subjects have the characteristic "Interest in group work" according to the fourth scale, 4 of them, i.e. 12.5 percent of the test subjects have the characteristic "Indifference to group work". 29 out of 32 people, i.e. 90.625 percent of the test subjects, on the fifth scale "Protecting each other", 3 people, i.e. 9.375 percent of the test subjects "Not protecting each other", 27 out of 32 people, i.e. 84.375 percent of the test subjects 15.625 percent of the test takers have the characteristic of "Incoherence, inconsistency" according to the sixth scale, 5 people, i.e. 15.625 percent, 31 out of 32 people, i.e. 96.875 percent of the test takers, according to the seventh scale, "Cooperation, like-mindedness", 1 person i.e. 3.125 percent of the test takers "Distrust each other", 28 out of 32 test takers i.e. 87.5 percent test take "Mutual help" according to the eighth scale, 4 test takers i.e. 12.5 percent test take "Goodness" 29 out of 32 people, i.e. 90.625 percent of test takers, have "Respect for group mates" according to the ninth scale, 3 people, i.e. 9.375 percent of test takers, have "Disrespect for group mates", 28 out of 32 people have 87.5 percent of the test takers on the tenth scale rated "Rejoicing at the achievement of a group member", 4 people, i.e. 12.5 percent of the test subjects, assessed the characteristic of "Indifference to the achievement of a group member".

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