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OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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SOME PROBLEMS IN FORMING SOCIAL-EMOTIONAL COMPETENCIES ON ELEMENTARY CLASS PUPILS

Abstract: *In this article, the author asserts that young people have unique opportunities for development, their child's attendance in school, their role in psychological development and personality, their vocabulary, written speech, and social orientation in students before and after school. they are able to understand and make the right decisions.*

According to the author, it is possible to distinguish two opposing parts of mental processes in the formation of social and emotional skills in students: they are knowledge and skills, intellectual and affective parts.

Key words: *Cognition, imagination, memory, thinking, learning activities, interpersonal skills, self-management skills, vocabulary, oral speech, independent thinking, personality values, social and emotional skills.*

Language: English

Citation: Raximova, M. A. (2019). Some problems in forming social-emotional competencies on elementary class pupils. *ISJ Theoretical & Applied Science*, 11 (79), 277-280.

Soi: <http://s-o-i.org/1.1/TAS-11-79-59> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.59>

Scopus ASCC: 3304.

Introduction

The formation of social and emotional skills of elementary school students is one of the important problems of education in modern conditions. The significance of the problem of developing social and emotional skills in primary school students is also related to the specificity of social situations, poor communication with children, and increased interest in virtual reality. At the same time, social and emotional skills are the tools for learning activities and success in life. The results of a study by J. Mayer show that emotional intelligence accounts for between 1 and 11 percent of the person's existential success [1], according to A.I.Savenko this indication can increase to 25% [2].

Nowadays, the formation of socio-emotional intelligence and social competence is one of the main directions of pedagogical research. One of the most popular areas is the study of the impact of social intelligence on an individual's academic and life success. American scientist R. Sternberg proposed the "three-component" social intelligence: analytical, creative and practical. R. Sternberg interpreted the intellect as the basis for the academic and life success of an individual [3].

Since the end of the last century, the problem of the diagnosis and development of emotional intelligence in scientific psychology is being studied separately. This psychological research also helps to find pedagogical solutions to educational problems. In 1996, an Israeli scientist R. Bar-On announced his new test for emotional intelligence – "The Emotional Quotient Inventory". The proposed method reflects a number of questions concerning the diagnosis of emotional intelligence and allows calculating its coefficient. The test created by R. Bar-On is a non-cognitive description of a person's ability to act successfully in any social situation. The test reflects the five-block parameters and allows you to succeed in social relationships:

- "... self-awareness (self-awareness, self-confidence, self-esteem, self-expression, independence);

- interpersonal communication skills (interpersonal interaction, social responsibility, caring for others);

- adaptability (problem solving, realistic estimation, flexibility);

- stress management (stress resistance, impulsivity, control);

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- The ability to bear the burden (to feel happy, to be optimistic) "[4].

The study of social intelligence in relation to educational issues is being examined from different perspectives, constantly expanding and deepening. Intensive scientific research on social intelligence, especially in relation to human cultural behavior, is being carried out (Erez & Earley (1993); Triandis (1994); Gelfand, Erez, & Aycan (2007)). Researchers from different countries have developed original models of "cultural intelligence" as an analogy of social intelligence. Most importantly, a special instrument of measurement - the "Cultural Intelligence Scale" (S. Ang, L. Van Dyne, & Koch, 2003) was developed. Educators are currently focusing on bullying - psychological abuse, aggressive behavior of children and adolescents (S. Pabian & H. Vandebosch, 2016) [5; 6].

From the above analyzes, it is clear that social and emotional skills are needed in primary school students in order to build students' sanogenic thinking and to adapt successfully to learning and daily activities.

As noted by Vygotsky, research on the development of social and emotional skills in junior high school students is of particular importance for the development of this phenomenon [7]. This psychic process encompasses educational activities of students between the ages of 7 and 10. The purpose of the pedagogical process implemented in the elementary grades of secondary schools is to play a particular role in the socio-emotional development of students. The peculiarity of this period is that at this age children acquire the status of pupils. This is a transitional period whereby students combine activities with their pre-school activities in their activities. These qualities combine complex and contradictory situations in the behavior and mind of students. As with any transition, this age has its own rich development potential. The teacher should promote and support these opportunities in a timely manner. Their mentality develops as far as knowledge is concerned. Children of this age are distinguished from other children by their sharpness, clarity, purity, accuracy, their curiosity, credibility, brightness of mind, strong memory and clear thinking.

Reading is the main activity of young children. Attendance at school is very important for the psychological development and personality of the child. Under the guidance of a teacher in a child's learning activities, he or she learns the meaning of different forms of human activity and behaves within established ethical standards. In learning activities, the child exercises his will to achieve the learning objectives. Learning activities create new conditions for the development of the child's personality, requiring the child to develop adequate speech, attention, memory, imagination and thinking. For the first time, a child arrives at a new psychosocial system

with those around him. She begins to feel that her life has changed dramatically, that she has new responsibilities, not just attending school every day, but also obeying the requirements of educational activities.

Family members' interest in learning activities and achievements, as well as their oversight, new treatment and skills are the basis for a change in their social status and a change in their self-esteem. Adults teach the child how to read, play, ride, and more in how to properly manage his time. Thus, the child takes a new place in the family, where the child counts and consults, and the success of the pupil in school is a positive basis for his further mental development and personality formation.

The child begins to feel that he has a special place in the system of human relations, and that his parents, relatives, and neighbors are not accustomed to him as a child, but as an individual, who has duties and responsibilities, and is respected for his work. As a result, the child begins to realize that he or she has a role in family and community. During this period, the child's desire for "I want to do this" begins to dominate. Every student who comes to the first grade in school gets a mental tension. This is reflected not only in her physical health but also in her behavior, increased fear, and weakening of willpower.

By this time, the child will be able to achieve certain results by interacting with those around him, knowing exactly what he wants and his place in the family. It also has the ability to operate on its own, and can operate according to the situations and circumstances.

As a child enters school, your child's vocabulary will increase so that he can express himself. If at this age a normally developing child uses 500-600 words in his or her speech, a six-year-old does 3,000-7,000 words. Elementary students' speeches consist mainly of nouns, verbs, adjectives, numbers, and conjunctions, and distinguish which words they prefer and which ones cannot be used in their speeches. A child of 6-7 years can formulate sentences based on complex grammar. Throughout childhood, the child is actively absorbing and mastering the speech. A 7-9-year-old boy can not only express his thoughts in speech but also draw the attention of the other person.

During this period, written speech begins to take shape. The child needs to know that words are not spelled as they are heard, and they must learn to pronounce and write correctly. The child receives information about different texts based on his / her written speech. At this point, as written speech is only beginning to develop, the child has not yet developed the ability to control the thoughts, words and letters he/she writes.

According to B.Khodjaev, the development of pupil's thinking through didactic provision will lead to effective results. At the same time, she/he is given the opportunity to create. Independent creative work

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gives elementary pupils the ability to understand a given topic, identify its content, gather information to express its opinion, highlight the important aspects, implement it in a consistent sequence, and plan. Correct formulation, finding the right words and spelling them correctly, punctuation marks, finding and correcting their position are indicators of mental development.

Reading activities provide the essential conditions for the development of mentality, sensitivity, observational, remembering and recalling capabilities of a young schoolboy/girl, and develop competency skills. In the process of learning, he broadens his knowledge, interests, and develops his creative search ability, which increases the activity of his thinking, his independence, and his intellectual ability. At this age, the child's perceptions of accuracy, fluency and sharpness differ greatly from those of other age groups. Because he is attentive to everything, he is able to master the essential features of perception.

A 7-10 year-old student's perception is directly related to his / her behavior, play, and work activities, and he / she understands their needs, tendencies, interests and aspirations, living conditions, and what the teacher recommends.

As a first-grader, a child can also compare the color, shape, and size of the items and their location. It is important for a child to have a high level of sensory development to succeed in school. By the age of school, a normal child understands that pictures and images reflect real life. So he tries to find out what the pictures and images look like in real life. The child is aware that everything in the environment is in small shapes in images. These images develop aesthetic and artistic taste in the child. Because, through these pictures, the child understands, distinguishes, and expresses that the world is beautiful and it consist of various colours and form competencies.

The development of thinking can be seen in the health of children, the activeness of cognition. The child's curiosity is mainly focused on knowing and learning about the world around him. As a child, he tries to be aware of the mysteries of the universe. For example, a child can independently research what objects sink in water and which ones float. When a child is active in mental skills, he or she asks a lot of questions, and these questions are mostly different. The child is very interested in how much it snows and rains, where the sun is at night, how he drives cars, how far from the earth to the sky. A child of this age is able to think more deeply about what he sees and develop a more expressive thinking.

The fact that a child goes to school regularly causes him or her to change competencies towards the environment. The thinking of a junior high school student differs from preschool children and adolescents with their distinctive features such as logical thinking, reasoning, judgment, comparison,

and analysis. Teaching younger students to think independently in the learning process is an important condition for developing them.

According to E.A.Sergienko, the mind of an elementary school student is not yet fully prepared for his behavior, spiritual development and self-control. However, he argues that it is stable enough to actively participate in the process of interpersonal relations [9].

At the early school age, students form the basis of moral behavior. As a result, they are guided by the principles of morality and behavior. On this basis, students' social orientation activities begin to form. This is the basis for the formation of individual traits in students. As a result, they are able to think independently, freely, to perceive objective reality and make the necessary decisions.

According to V.P.Zinchenko, independent choice in activities is a personal quality of a person, which leads the individual to acquire certain values [10]. Learners apply these values to the learning process. Valuable intellectual aspects of social and emotional skills appear in all aspects of the life and activities of elementary school students. As a result, they regularly manifest themselves and act as subjects of their activities. This gives students a holistic development.

One of the features of the intellectual field of elementary school students is its intensity. However, it is during this period that the mental processes are underdeveloped. Elementary students do not yet have the ability to fully analyze what they observe. They do not always distinguish the focal point in what they perceive. In this period, students' thinking shifts from visual and figurative thinking to clear, understandable, scientific theoretical thinking. Also, their imaginations are constantly evolving and improving. Therefore, the processal aspect of social and emotional skills enables the students to realize their mental abilities. In this process, specific psychosocial functions are associated with the age characteristics of the learners.

The research shows that 7-year-olds often do not experience fear. Imperfections in perception and perception of emotions require that adults on the outside express their feelings. Thus, in many cases, the positive and negative aspects of communication influence the students. As a result, there are significant shifts in the formation of the social intelligence of students at the age of high school. The emotional and affective aspects of this development provide a commitment to the systematic, consistent development of self-governance. On this basis, students' social behavior and social-emotional skills are stable.

Specific functions of social and emotional skills are performed using diagnostic parameters. At the same time, all aspects of the student's practical activities are reflected in his / her social and spiritual life. In this case, the student acts as a subject of his or

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her activity. It should be noted separately as a strong factor. Because it is related to the orientation of the mind of a junior high school student. This orientation provides an intensive acquisition of skills and qualifications.

In summary, the formation of social and emotional skills in elementary school students is

dynamic. The level of social and emotional skills and the separate sources of development provide the basis for the analysis of the model construction that enables it to form. It helps to diagnose the level of formation of social and emotional skills, identify the goals of pedagogical prediction and pedagogical activity.

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