



# Formation of Positive Attitude Methods in Primary Class Students

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**ABSTRACT**

An important stage in the student's educational activity is the stage of primary education. It is the task of every pedagogue and psychologist to form positive relationships, high positive and human characteristics in the student of this period. Therefore, a number of recommendations for the implementation of this urgent task are presented in this article

**Keywords:**

Positive relationship, personality, characteristic, primary class, character, environment, junior school period, teacher, school, environment, moral consciousness, student.

Educational activities should create an opportunity for primary school students not only to develop cognitive processes at a high level, but also to develop positive attitude characteristics of these young people. During this period, the formation of the child's personality continues. A student's success at school is a completely positive basis for his further mental development and personality formation. As a result, it can be seen that the child begins to understand his place in his family, his class and other communities. Transition to a new activity creates a new attitude of the student to his main activity. A sense of positive attitude begins to grow in him. He understands that good behavior and character are necessary and that it is his duty, that the established rules and requirements must be followed. Feeling like a real student, he needs to be a good student. The moral consciousness of students of this age undergoes important changes during the 1st and 4th grades, and moral qualities, knowledge and imagination are significantly enriched, and the child begins to understand himself.

Although he does not know his own good and bad qualities, he feels that he is "I". He realizes his duty, purpose, the need to fulfill it, and the fact that it is his duty to do homework and repeat. Elementary school students are interested in knowledge about many environmental phenomena and positive social relations that are not included in the school curriculum. These interests are also reflected in the child's interest in positive games, which are often ignored. Such games reflect his social interests, emotions, concern for the team. Curiosity is a form of manifestation of broad mental activity of children of small school age. Openness, trustworthiness, willingness to fulfill all the tasks of the teacher are effective conditions for him to know the importance and importance of studying in order to become a person needed by the country. In the first years of school education, interests, in particular, interests in acquiring knowledge, intellectual interests develop significantly. Psychologists say that first interests are formed in relation to certain facts, isolated events isolated from other things. In the 3rd - 4th grades, interest in learning the reasons, laws, connections and

interrelationships between events develops. Interest in studying begins to differentiate from the 3rd grade. Such interests in students form characteristics such as self-awareness and evaluation of their own behavior. The interests of children of junior school age also have a number of negative characteristics that destroy effective learning. Interests of students of this age: - cannot give sufficient practical results; - not strict, situational; - educational material and assignments quickly touch the student's soul and cause fatigue; - poorly understood, it is seen in the student's inability to tell what he likes in a certain subject and why he likes it; Interest in overcoming difficulties in establishing positive relationships does not arise until the end of junior high school. All this is the insufficient development of interests at a young school age, which can sometimes lead to a superficial attitude towards learning. If we look at the general dynamics of the motives of students in this period, the following can be seen: at the beginning of the junior school period, the external aspects of being in school, then the results of the first academic work, then the process itself, the content of the study and only after that, the interest in the ways of acquiring knowledge will be strong. Understanding the social importance of reading should be strengthened by interest in the content of reading and ways of acquiring knowledge. In this case, by the end of the junior school period, the decrease in motivation to study is not noticeable. The motives of learning change as follows: the interest of students of junior school age turns from interest in particular facts to interest in laws and principles. Psychological studies conducted in recent years have shown that interest in the ways of acquiring knowledge may arise by the middle of elementary school age. Motives for independent education also arise during the junior school period, but they arise in the simplest form - with interest in additional sources of knowledge and occasional reading of additional books. Social motives change from a non-differentiated general understanding to a deep understanding of the reasons for the need for reading and learning, to an understanding of the content of reading "for oneself", causing

social motives to acquire a practical character. Situational social motives of this age are the need to receive support from the teacher. Even if the child's attitude towards his teacher is upset by receiving a bad grade, he remains positive and trusts him. In it, there is an effort to occupy a prominent place among his friends and classmates, and gradually he begins to rely on the opinions of his friends. Educational activity provides an opportunity to meet the need of children of junior school age to achieve certain achievements in studies, as well as to gain a place among their peers. A child tries to study well in order to reach this place or position. Children at this age constantly compare their achievements with the achievements of their peers. It is extremely important for them to always be the first. The motivation of children to participate in the competition during the junior school period is considered a natural psychological need, and this motive gives them strong emotional stress. In fact, these characteristics begin to emerge from the kindergarten period and are clearly visible during the junior school period, as well as during adolescence. Children of primary school age evaluate themselves based on the opinions and evaluations of adults. Also, the student's self-esteem depends on his success in various activities. In elementary school students, self-ratings can be different - high, adequate - suitable or low. Characteristics of children of this age such as trustworthiness, openness, susceptibility to external influences, and obedience provide a good opportunity to shape them as individuals. The transition from management to self-management is extremely important during the junior school period. In addition to leading educational activities, other activities - play, communication and work activities also have a direct impact on the development of the student's personality. On the basis of these activities, personal characteristics related to motivation to achieve success begin to form. The elementary school period can be considered as a period of emergence and strengthening of the basic, personal characteristics that determine the child's success in various activities. In this period, motivations for success begin to form.

Children of this age can spend hours alone doing their favorite activities, and on the basis of this, they develop the qualities of hard work and independence. Attention is paid to the practical and psychological preparation of students for independent work from the primary school age. During this period, children begin to develop the basics of a conscious and positive attitude towards work. Enthusiasm for work is awakened in them, respect for work and working people, and the desire to participate in socially useful work are included. Diligence in students of primary school age develops and strengthens in reading and work. Pupils of junior school age cannot immediately master the necessary actions and actions, they make more redundant and confused actions. In order to perform various work activities in the labor process, such as: sewing, knitting, dressing or planing, without difficulty and with some smoothness, to know exactly what actions should be taken in each job and in which direction these actions are carried out and it will be necessary to remember. As a result of repeatedly repeating the movements and practicing, the redundant and confusing movements encountered by young students will disappear. It is desirable for teachers to pay sufficient attention to the work of students in labor lessons, to prepare separately for the labor lesson, to carefully and observantly control every action of the students, to treat them individually. Diligence arises and develops in a child only if the work he does gives him pleasure. During this period, the foundation of independence is formed, and the ability to independently perform educational tasks is formed. The development of a tendency to independence is carried out on the basis of two directions. First, the emergence of independence as a personality trait depends on the social environment. This dependence is expressed in the field of opportunities to satisfy the need for independence and in the nature of the content of independence expressed in values. In the formation of the second independence as a personality trait, individual characteristics depend on the relations that have arisen in the community where the person lives and works,

as well as the abilities of the person and his activity. The formation of independence in a child mainly depends on adults. If the child is overly trusting, obedient, and open, then the character of submissiveness and subordination will gradually strengthen. However, encouraging the child to be independent early may also lead to the formation of some negative feelings in him, because he may act by imitating others due to his lack of life experience. The development of a tendency to independence is carried out on the basis of two directions. First, the emergence of independence as a personality trait depends on the social environment. This dependence is expressed in the field of opportunities to satisfy the need for independence and in the nature of the content of independence expressed in values. In the formation of the second independence as a personality trait, individual characteristics depend on the relations that have arisen in the community where the person lives and works, as well as the abilities of the person and his activity. The formation of independence in a child mainly depends on adults. If the child is overly trusting, obedient, and open, then the character of submissiveness and subordination will gradually strengthen. However, encouraging the child to be independent early may also lead to the formation of some negative feelings in him, because he may act by imitating others due to his lack of life experience. In order to build independence, it is extremely important to give the child more tasks that he can do independently and to give him confidence. It is also necessary to create such a social and psychological environment in which the child should be entrusted with the independent performance of any responsible task, and in the process of performing this work, the child should feel that he is the leader of his peers, adults and other people. It is this feeling that creates motivations for the child to be independent. 7-11-year-old children begin to understand their individual characteristics. The child's self-awareness also develops rapidly and begins to strengthen. During this period, children begin to attach more importance to their names and try to make their names

positively accepted by their peers and those around them. A child's assessment of his appearance and body structure is also very important in his self-concept. By the end of the junior school period, children, especially girls, begin to pay special attention to their facial structure. Based on the purpose of the research, it is aimed to determine the educational motivation of children aged 6-8, their attitude to school, and their emotional reaction to the situation related to studying. (the methodology was proposed by N.G. Luskanova), the methodology for evaluating learning motivation was conducted for the 2nd grade students of school No. 6 located in the city of Fergana. According to the analysis of the results, 57% (25-30 points) have a high level of educational motivation. Such children are distinguished by their strong motivation to learn, and their desire to complete all tasks well. 43% of students (20-24 points) have an average level of educational motivation. Such a group of students consists of children whose educational activities have been carried out quite successfully. According to the results of the research, the ability of a student of junior school age to coordinate his own behavior and activities in the course of educational activities, to be able to consciously come to an opinion ability develops, helps to organize one's own activity and interest in the process of learning, motivation of the student's behavior also changes. In this case, the opinions of friends and the team will be the main motives. In addition to developing thinking in children, we also educate them in the ability to fully understand, set specific goals and choose well-founded decisions and actions. As we raise positive moral feelings in children, we are getting used to making moral decisions and, at the same time, making moral assessments of one's own decisions and actions. Cultivating a sense of patriotism and conscientious duty is at the same time educating elementary school students' motives for action. Children's characteristics that are visible at the age of 5-6 develop and strengthen during the junior school years. By the beginning of adolescence, many personal qualities can be formed. Children's individuality is also visible in their

learning process. During this period, children's knowledge expands and deepens, their skills and abilities improve. By grades 3-4, general and special abilities are visible in most children. It is absolutely correct to say that the motivation to achieve success, which is extremely important for life, is strengthened during the junior school period, which in itself leads to the rapid development of other abilities.

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