



## Psychological Characteristics Of The Development Of Generosity In Children

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### ABSTRACT

Greed is far from being the most attractive human trait. Excessively greedy people are perceived by society as a rule negatively. Yes, and for them their greed can cause a lot of problems.

### Keywords:

Generosity, greed, jealousy, envy, interpersonal relationships, fear, stress, depression, self-esteem, feelings of anxiety.

The Prophet Muhammad said: "The generous person is close to Allah, close to people, close to Paradise and far from Hell. The miser is far from the Almighty, far from people, far from Paradise and close to Hell. The ignorant, illiterate, but generous is more loved by the Lord than the pious, praying to Him, but stingy" (Imam at-Tirmidhi). When a molecular biologist, John Medina, attempted a scientific analysis of greed, he ran into serious obstacles. No one has ever discovered the human greed gene, and besides, no one has yet proposed a standard, single, widely accepted definition of this concept. Greed is not only a personality trait, but also a socio-cultural phenomenon. Greed can be for anything: food, money, values, power. This is a pathological desire for accumulation, this is dissatisfaction with what is, this is a desire to have more. It is a futile attempt to fill a spiritual and emotional void.

Greed often arises from early negative experiences, such as lack of parental love, feelings of deprivation, or vice versa, overprotection. In the future, feelings of anxiety and vulnerability, often combined with low self-esteem, contribute to the fact that a person is looking for mechanisms to replace the

satisfaction of his needs, to fixate on the object of his greed. Accumulation, economy, gathering, etc. become a way of life, fills time and is experienced as something very necessary, because a person has no other important goals.

An inseparable companion of greed is fear, stress, depression. Greed not only worsens the psychosomatic state of a person, but causes conflicts, rupture of interpersonal relationships, jealousy, envy, financial problems, as well as maladaptive forms of behavior such as gambling, cheating, theft. Finally, a greedy person is never happy, he is always missing something. Despite the acquisition of the desired benefits, a person does not achieve the expected satisfaction. Psychologist Abraham Maslow suggested that healthy people have a number of needs, and these needs are arranged in a hierarchical structure. His "hierarchy of needs" is presented as a five-level pyramid, with basic needs at the bottom and higher needs at the top.

The problem with greed is that it stops a person at the lower levels of the pyramid, and thus prevents them from rising to the level of growth and self-realization. Greed is not just

selfishness. There is nothing fundamentally wrong with satisfying your own needs and desires, but greed is a state of excessive selfishness. It is more multifaceted and multilayered.

However, greed is not a fatal disease, it can be resisted. Realizing that greed does not make life easier is the first step to "recovery." An important aspect is also self-awareness, introspection of one's own "I". This is a necessity for personal development, increasing one's self-esteem in areas not related to owning and accumulating wealth. Greed does not form all at once and negatively affects an individual's relationship with the world and with himself.

1. Inadequate expression of love, warm feelings by parents. Often such children are raised in incomplete families, in foster homes, or in families where parents do not spend enough time with them. In a similar situation, any small attention and, moreover, any gift from the parents is highly valued by the child and replaces the feeling of not being able to receive it from the parent. It's hard for him to share such toys. Therefore, in this case it is necessary to correct the whole family system to eliminate greed.

2. Family relations. Jealousy towards brothers or sisters can be seen in greed. Especially when a baby is born into the family, the older one may suddenly suspect that the mother loves him. Because the mother spends more time and cares for the new member of the family, the older child feels it on an intuitive level. Later, a small child can break an adult's toy, which also upsets him, as often a small child goes unpunished.

3. The desire to dominate is a manifestation of greed - it wants to be basic, important. Often these children behave like little tyrants. All family members meet their demands, because when their wishes are denied, the child can riot, especially in a crowded place. Such children always understand and explain to others that their desires come first.

4. A child's shyness and inability to communicate with peers can also resemble greed on the outside. The child sits in the corner while hugging his favorite toy and

watching how the other children play. In this situation, the only and most familiar object for such a child is his favorite toy, and to maintain this sense of security, the child may refuse the offer that other children play with his toy. Sometimes caution can also be likened to greed. However, a clear distinction needs to be made between these concepts.

Caution is not a bad trait; such a child takes care of all his belongings, and a child he trusts may share a toy, not give it to a stranger - "I wonder if he will break it." Moderate austerity lays the foundation for another important quality that is formed later - responsibility. Encouraging "wastefulness," on the other hand, can turn a child's future behavior into negligence, irresponsibility.

The development and manifestation of generosity depends on a number of factors. One such factor is, of course, the family factor. It is natural that family values influence the development of generosity as a platform for the formation of moral concepts. Therefore, it is worthwhile to study the impact of the system of interpersonal relationships in the family on the manifestation of generosity in the child. The results of our study show that in small school-age students, perceptions, concepts, and behaviors about generosity are differentiated depending on the socio-psychological context. While low levels of generosity were detected in 3% of boys and girls in 2nd grade students, low levels of generosity in boys and girls in 4th grade students were not detected at all. This indicates that Grade 2 students do not fully understand ethical standards and concepts related to the proper application of ethical concepts, including generosity in behavior.

This is because the manifestation of generosity at a young school age is often due to the behavioral pattern of adults in the social environment surrounding the child and the lack of emotional stimulation of the child's generosity-related behavior. An average level of generosity was found in 80% of boys in 2nd grade, 76% of girls, and 73% of boys and girls in 4th grade. This means that students have a correct understanding of the situations and concepts associated with generosity and demonstrate a corresponding pattern of

behavior. A sense of generosity and generosity in a child is an indication that his moral consciousness is being formed. In Grade 2, 17% of boys, 21% of girls, and in Grade 4, 27% of boys and girls had a high level of generosity, indicating that generosity in students is consistent with a sense of duty. Students in this category consider it their duty to be generous to those around them and begin to control their behavior accordingly.

The fact that girls are more generous than boys depends on gender attitudes in society. Because we know that on the basis of a gender approach to the upbringing of children in the family, girls are brought up by nature to be emotionally sensitive, kind, empathetic. Aspects of girls' "image of a kind person" require attention and care for others, and this situation encourages them to be generous. If we look at the results, the gender differences in the indicators did not differ significantly, and the differences in age-related characteristics were observed. As a person grows older, his or her moral principles and values become stronger and begin to manifest in the person's perceived behavior. Generosity is the same, in 2nd grade students understand the essence of it as a moral concept, the process of applying it to others, and by 4th grade, generosity begins to manifest in the child's behavior, in the behavior perceived as a personality trait.

Based on our empirical analysis of our dissertation research, we can conclude that:

1. While the manifestation of generosity in students of small school age has the character of progressive growth with age, greed has a regressive change. Gender differences were observed between the results of 2nd graders in the manifestation of generosity and greed in primary school students.
2. The manifestation of generosity in primary school students in 2nd grade boys and 4th grade girls is unusually combined with aggression, the emergence of the child as a psychological defense mechanism in the manifestation of his "moral self" and greed in students with aggression and hostility found to have a positive significant correlation.
3. In small school-age students, it was found that kindness to others has a negative

correlation with greed, even if it does not have a significant correlation with generosity. The high level of acceptance of others by students, whether motivated by generosity or acting as a psychological barrier, was unique in that it was an age-specific feature of small school-age students.

4. There is a need to study the aspects of the manifestation of generosity or greed in young school-age students in relation to the system of family relations.

In conclusion, the development of generosity in primary school students should focus primarily on the level of moral competence of adults involved in the educational process, the formation of a system of constructive interpersonal relationships with peers, teachers and encouragement of generosity in the child. necessary. It is also important to give children books that promote generosity for reading outside the classroom, to pay attention to the moral aspects of generosity in the works recommended for the child, the cognitive coherence of the plots that illuminate generosity in the work, the emotional state of the protagonists. to explain ethical norms, to systematically promote work aimed at encouraging altruistic motives.

In the development of generosity in children, it is important to solve imaginary and real problems in the classroom or coaching hours, to create special situations that require the implementation of moral choice, pedagogical assessment, effective use of creative role-playing games. It is necessary to carry out individual and group psycho-correctional work with students with low levels of generosity and high levels of greed.

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