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THE INFLUENCE OF MUTUAL RELATIONS ON TRAINING PROCESS IN ELEMENTARY SCHOOLS

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Abstract

The article states that pupils' success in learning, activity, attitudes, behaviour in the system of interpersonal relationships often depends on the opinions of classmates. In our research, it became clear that gradual self-assessment of the student, elimination of the egoistically motive, occurred on the basis of public opinion. Public activity, working for the benefit of the collective, plays an important role in the formation of personality. The subjective feelings, internal motives of the student are reflected in his or her relationships on the one hand, and on the other hand, his/her personality is shaped depending on these relationships. Their mutual influence is reflected in self-training.

Keywords: mutual relations, training process, pedagogical process, teacher, elementary school.

Introduction: The development and formation of relationships of younger schoolchildren with their peers depends on many factors: family upbringing, relationships with adults, personal characteristics, hierarchy of the motives, training activities and so on. All of these factors include training activities, personality trends. These, in turn, determine the position of the student in the collective. In doing so, we would like to focus on "training motivation". It should be noted that psychologists (A.C.Bayramov, M.A.Hamzayev, A.A.Alizade, A.N.Leontyev and others) interpret motivation as attitudes towards school, school collective as well as important determinant of complex behavioural form. At the same time, they say that motivation changes qualitatively at different age, and it has a new content. At a small school age, psychologists divide the motives of action and behaviour into two major groups, and note that other motives depend on them. These motives include:

- training activity and cognitive motives related to its content;

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- social motives that determine as the relationships and activities of the peers of little schoolchildren and elder people.

Cognition motives are related to the acquisition of new knowledge and are typical for most schoolchildren during their small school age. This is primarily the new type of activity, apparent attributes of school life, and acquisition of new knowledge of collective life to adapt to the collective. As a rule, gradually strengthening the cognitive motives, his interest in this field is lost, and schoolchildren are experiencing mental stress. Their attention is focused on easily unnecessary objects. As a result, the pupil's interest in training decreases.

Social motives are to be dominated by the collective at school, especially in the 1st grade, by praising, to be influential among his peers and adults. Having a good school position increases the schoolchild's interest in the school, trying to always get ready for the lessons, get high marks, and always praise her, and so on. However, the social motivation of younger schoolchildren in school life is of still formal character. Although they do not fully understand the essence of the teaching, they try to give social foundation to hear the admiration of grown-ups. "I want to read so good that I make my parents happy", "I'll be excellent student to work in a good place", "My mother wants me to be a doctor when I grow up, so I try to study well" and so on.

Practice shows that experienced teachers organize competition for schoolchildren to mobilize their motivation for social learning: "Who carries out the task quickly?", "Who carries out the task more quickly and neatly?" In many cases, motivation dominates in individual pupils, especially in "excellent" ones, and this reflects itself in mutual relationships with their peers. Although such students are successful in training, there are problems with their relationship with their peers as a rule.

Cognition motives and social motives are mutually reinforcing, affecting one another. We used the "Incomplete Lesson" method to study their interaction. This method is that class teacher tells the time is up when the pupils do not complete the assignment. Pupils become busy with what they want in the time left. The teacher shows himself as busy: writing or reading a book. However, he/she is observing the behaviour of the students in that secret way. Most of the students put aside the assignment and begin to do additional work. Someone plays, someone draw pictures and so on. This shows that students are less interested in the subject and that the game's motives are superior. Others try to put an end to the task, despite the noise around them. Therefore, these pupils have a strong interest in the subject. The third group, in hesitation, looks at the teacher, plays the game, or is still working on the assignment. In this group of students, both the game and the training motives are equally important.

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We conducted such an experiment to determine the relationship between personality attitudes, personality goals with the training activities of little schoolchildren.

As it is well known, training success (mark) of the small school age is crucial. In the second half of the semester, a teacher in the labour training course reported that in the next lesson they will be given a half-year grade. Their assessment will depend on how much they will work on this lesson. The students were told that they should prepare a small car model from paper and cardboard. Then the teacher prepared a car model for the sample. Later, the students began to prepare a car model with enthusiasm. After a few minutes, the head of the "Children's Union" entered the classroom and addressed the children and said, "Children, educator of the kindergarten in the neighbourhood came to the school and said that Novruz Holiday approached. The kindergarten must be given the toys to have a good holiday, but it turned out that they would not be able to give them toys. Children are very excited. We can help them make smaller flags from paper and cardboard. Work is very urgent. Therefore, take the material if any of you wants to make a flag. Those who do not want, continue their work."

We considered it appropriate to use the sociometry method to study the relationships of the little schoolchildren as well as their behavioural motives.

As you know, position of little schoolchildren in the collective depends largely on their behaviour and personal qualities. The system of pupils' relationships, learning their relationships with friends is crucial. Therefore, we used sociometry to learn about the pupils' relationship system and their position in the collective. However, this time, we took into account that the method of sociometry learns not the motives directly, but the formation of motives. The position of the little pupil in the collective, the attitude of his schoolmates towards him has a significant impact on the formation of behavioural motives. Thus, we believe that there is a direct link between the pupil's position in the collective and his adaptation to the collective.

The results of the experiment showed that the social motives in the 1st grade students were not sufficiently formed and were significantly lower than in other classes. In our view, this is because the first-grade pupils are not fully adapted to the team. As they are not fully integrated into their collective lives, it is difficult for them to adopt collective behavioural behaviours and joint activity. We wonder if pupils who are egoistically or socially motivated have come to school directly from the family or have gone to kindergartens. It turned out that public motives were higher for pupils who went to kindergartens than those who did not go. 27 out of 48 students went to kindergarten, and 21 were from the family to the school. Interestingly, only 5 out of these 21 students have shown public motives. In order to prove our opinion, we conducted similar experiment with the 1st grade pupils of secondary school № 2 named after

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Elkhan Mammadov in Tovuz region. 48 students in the first grade participated in the experiment. The outcome of the experiment showed that 13 students (27.1%) had social and 35 students (72.9%) had egoistic motive. This figure is small compared to the city school. The percentage of pupils who went to the first grade in the district school did not go to kindergarten. A distinctive aspect is that most of the district children have grown up in a large family, which has affected the shaping of social motives.

In addition, teachers do not attract pupils in the first grade to public work a lot. Social work, on the one hand, increases pupils' activeness, on the other hand increases their responsibility. It increases pupils' demandiness to both themselves and their schoolmates and ensures the stability of the system of mutual relations.

Between the second grade pupils, there is a significant difference between social motives and egoistic motives of pupils. However, in the III grade, this proportion is approximately equal.

The analysis of the results of the experiment showed that in both practice, the proportion of students who are dominated by social motives as well as egoistic motives is equal. However, the proportion of egoistic motives gradually decreases from class to class.

During the next experiment, we tried to explore the relationships of little schoolchildren and the interactions of the learning motives. At the time, we identified the domination of the motives of social or personal activity.

16 of 48 students showed egoistic motives in the I grade, 18 of 53 students in the II grade, 19 of 55 students in the III grade and 15 of 52 in the IV grade. Apparently, the conflict did not cause any change in the social and enthusiastic motivation of the student. Therefore, we had to observe the behaviour of the pupils on a regular basis during the learning process or non-class activities. This should allow us to learn more about the essence of the behavioural motives of students. During the course of behaviour, we were more interested in the attitude of students to the collective, their friends, and to the social work.

However, we talked with teachers about their pupils and learned their ideas. At the same time, we are talking to pupils, asking questions about themselves and their friends. As a result of the study, it was found out that egoistically motivated students can be divided into two groups.

The first group can include pupils of only egoistic motives in all cases. In the situation of a conflict, they usually choose the type of activity that serves their own interests without hesitation. They do not try to conceal their desires, they say so frankly that they want to play with toys. Although the experimentator sounded the instructions for several times, applied with additional questions, tried to attract them to work, but no results were obtained. "Do not you want to make a "flag" for the kids? Moreover, who should prepare

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them? "- the questions did not separate from their jobs. These students gave the following answers. "Let others prepare", "I want to play, let those who want make" and so on.

During the second experiment, they also showed egoistic motives in the same way. During the third experiment, they also tried to improve their marks.

In the second group, the social and personal motives were about the same level. But after some hesitation, egoistic motives dominated them. During the stabilization of the conflict, these pupils were seriously thinking over. In the III and IV grades, this situation was clearer. They tried to justify themselves by various pretexts.

Psychological literature shows that little schoolchildren accepted evaluating of teachers unconditionally. "The success of the training depends largely on age characteristics and teacher assessment. But this impact decreases its importance in upper classes".

Compliance with this law was also confirmed during conversations with our students. They did not hide their sympathy for the good readers. "Kamal is an excellent, Solmaz knows a lot. She teaches us what we do not know " and so on.

Undoubtedly, it is the result of the pleasant words that teacher tells about the pupils.

The results of sociometry allow identifying the position and character of egoistically motivated pupils in the system of interpersonal relations. By analyzing them, it is possible to conclude that egoistically motivated pupils are respectful when they are talented. Otherwise, the schoolmates do not accept them.

For a more thorough study of the psychological traits of egoistically motivated students, we considered it appropriate to be acquainted with their family situation and family upbringing. It turned out that the main place in family upbringing was to compete, be the first, to be superior to others.

We would like to present our idea as an example of one of egoistically motivated students. Vidadi is more characteristic of egoistically motivated students, and we give examples of others in his example.

Vidadi's mother is a doctor and his father is a businessman. He is the only child of the family. His grandmother lives with them. His grandmother deals with the child's upbringing. Vidadi did not go to kindergarten. His grandmother loves him very much, and she bears his naughtiness. Grandmother fulfils all the desires of Vidadi willingly. The child knows lots of fairy tales and poems. When a guest comes home, his father wants him to call him poetry. Once Vidadi made his clothes dirty while playing with a neighbour. His mother punished him and forbade him to play with his neighbour. She said that

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neighbours are not equal to him. She instructed his son to draw and engage in music in his free time.

Family upbringing in other egoistically motivated pupils is similar to Vidadi. For example, Solmaz broke the toy that her mother bought while playing with a neighbour. Her mother was angry and said: "Play yourself with your toys, do not give it to anyone".

Apparently, many negative attitudes in egoistically motivated pupils have emerged as a result of a pedagogical mistake that parents have left in their family upbringing.

As a result of the experiment, students belonging to the second group differ from egoistically motivated pupils according to their behaviour.

The behaviour of socially motivated pupils differs from egoistically motivated students. True, their behaviour differs from each other in character. If some of them decided in the optional situation without hesitation, others decided to take it after thinking over.

During the first experiment, they were interested in playing with toys. However, when they heard that the children in the kindergarten did not have toys, they started making toys for them without hesitation. When the work was over, they answered "No" to the question "Did you make such toys for yourself?"

Some of the socially motivated pupils asked after receiving the instruction. "May I prepare them at home?", "I cannot prepare well" and so on. With all this they tried to hide that they wanted to play at the first moment. This showed them that struggle of motives were going. But eventually, they make a final decision and make toys for children. They were enthusiastic about the work process and tried to accomplish the job accurately. It turned out that they love little children and try to care for them.

During the second experiment, they gave their toys enthusiastically. The egoistically motivated Vidadi wants to keep the toy for himself, and tells others to do so. Then Fikret criticized her: "You are always such a man that you only think of yourself"

In the third experiment (refine the mark or prepare a toy for kindergarten), after the experimentator's request, those who have social motives started to make a toy taking a paper, glue, approaching the table of teacher.

Collectivist pupils have not achieved so high results in this practice. However, the "abandonment" of them is also very low.

Collectivist pupils are called "lighthouses" of the class. They are also in the middle of the system of interpersonal relations. However, there are those who are "stars" among egoistically motivated pupils. They are usually "excellent" pupils of the class. Hence, the success of the training is the key to achieve in the system of interpersonal relationships during school age.

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It should be noted that their friends treat collectivist pupils with sympathy. But they are not influential in the collective. A comprehensive study of collectivist pupils showed that many of them have a high learning ability. In others, this skill is at a moderate level. But they do not try to win success in training, and they are not proud of it.

Almost the majority of collectivist pupils like social work. They carry out public tasks with great enthusiasm. Egoistically motivated pupils like to be more active and to order.

The main difference between egoistically motivated pupils and collective pupils is that the first ones are more active in personality and try to be superior to their peers.

Apparently, at a small school age, the teacher should first of all take into account their individual characteristics in the training activity, as well as in the upbringing work. Of course, the teacher's task must be to ensure that they are adapted to the collective by teaching them the spirit of collectivism, taking into account these qualities. Practice shows that there are pupils who are quickly adapted to collective, collective activities, collective life, but they pursue their personal interests in every job. They are active, but this activity is aimed at proving that they are superior to others. As a rule, these students have an idea that they are superior to all, and are indispensable.

Results of this experiment Talking to pupils, as well as by observing our observations, we can say that egoistically motivated pupils are more active in performing individual tasks, not only in collective work. When their training success is high, their status in the collective is also high.

The study of the mutual relationships of the activity motives of the elementary schoolchildren is also important in terms of moral upbringing.

Schoolchildren who prefer collective motives are usually accustomed to collective life. They like to help their comrades, to be active in the collective work.

Conclusion: By summarizing the above, it can be concluded that there is a direct link between the identity of the pupil's personality, the activity and behavioural motives and their adaptation to the collective. When the teacher considers these features, the collective becomes more active, and the quality of the training increases.

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