

TECHNOLOGIES OF FORMING SOCIAL MOTIVES OF PRESCHOOL CHILDREN

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Abstract. The article explores theoretical and experimental insights into the social and communicative development of preschool children, particularly examining the effects of different collaborative activities. Based on the ecopsychological approach, which highlights the role of environmental and social influences on psychological growth, the study employs several key research methods: a joint activity device model, a questionnaire to assess ecopsychological interaction types, and tools to evaluate preschoolers' motivational engagement in play activities.

Keywords: social communications, preschool children, ecopsychological type of interaction, joint activity, involvement in interaction.

ТЕХНОЛОГИИ ФОРМИРОВАНИЯ СОЦИАЛЬНЫХ МОТИВОВ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

Аннотация. В статье рассматриваются теоретические и экспериментальные аспекты социального и коммуникативного развития детей дошкольного возраста, в частности, изучение влияния различных видов совместной деятельности. Основываясь на экопсихологическом подходе, подчеркивающим роль средовых и социальных влияний на психологическое развитие, в исследовании используются несколько основных методов исследования: модель устройства совместной деятельности, анкета для оценки типов экопсихологического взаимодействия и инструменты для оценки мотивационной вовлеченности дошкольников в игровую деятельность.

Ключевые слова: социальные коммуникации, дети дошкольного возраста, экопсихологический тип взаимодействия, совместная деятельность, вовлеченность во взаимодействие.

MAKTABGACHA YOSHDAGI BOLALARNING IJTIMOIIY MOTIVLARINI SHAKLLANTIRISH TEXNOLOGIYALARI

Annotatsiya. Maqolada maktabgacha yoshdagi bolalarning ijtimoiy va kommunikativ rivojlanishiga oid nazariy va eksperimental tushunchalar, xususan, turli hamkorlikdagi faoliyatlarning ta'sirini o'rganish ko'rib chiqiladi. Atrof-muhit va ijtimoiy ta'sirlarning psixologik o'sishga ta'sirini ta'kidlaydigan ekopsixologik yondashuvga asoslanib, tadqiqotda bir nechta asosiy tadqiqot usullari qo'llaniladi: qo'shma faoliyat qurilmasi modeli, ekopsixologik o'zaro ta'sir turlarini baholash uchun so'rovnoma va maktabgacha yoshdagi bolalarning o'yin faoliyatidagi motivatsion ishtirokini baholash vositalari.

Kalit so'zlar: ijtimoiy kommunikatsiyalar, maktabgacha yoshdagi bolalar, o'zaro ta'sirning ekopsixologik turi, qo'shma faoliyat, o'zaro ta'sirda ishtirok etish.

INTRODUCTION

Findings highlight critical psychological mechanisms for preschool social-

communicative growth, emphasizing interdependent collaboration, subject-sharing interactions, and motivation-driven play [1, p. 35-36]. Researchers conclude that a robust subjective perspective, cultivated through peer engagement, is fundamental; social behaviors thus transition from simple imitation to internalized traits. Notably, children experienced in collaborative play exhibit superior social skills compared to their peers.

Methodologically, interaction is central to this development. Habermas defines communication as language-mediated interaction where participants align goals and values (Farman, 1999). Similarly, Kagan (1988) identifies "communicative activity" as a bridge for mutual understanding across diverse social standings. This occurs within a unique "social communication" space mediated by symbols (Buzskaya, 2014), achieving cognitive, incentive, and expressive objectives (Orekhovskaya, 2014). Ultimately, this dual process integrates children into society while facilitating individualization. By navigating "active interactions," children overcome socialization obstacles and refine their understanding of their world and self [2, p. 257].

LITERATURE REVIEW

This model for preschool social-communicative development centers on interdependent joint activities, where children collaborate toward socially valued goals in shared environments (Chernyshev et al., 2007). Such cooperation fosters essential competencies, including situational analysis, empathy, and productive peer communication, across cognitive and creative tasks [3, p. 5-14].

V.I. Panov's ecopsychological framework further distinguishes interaction types within educational settings. While subject-object and subject-individual interactions exist, "subject-generating" and "subject-joint" (polysubjective) interactions are the primary drivers of growth (Panov, 2014, 2017; Panov & Plaksina, 2017). These involve shared goals and collaboratively distributed actions that facilitate personality integration through interiorization and exteriorization.

Furthermore, cultivating motivation for peer-based play is vital. As social dynamics grow complex, a primary motive for group participation helps children restructure their behavioral hierarchies, strengthening self-regulation and reducing conflict. Collectively, these interconnected psychological mechanisms form a comprehensive developmental pathway, preparing preschoolers to navigate intricate social relationships effectively.

METHODOLOGY

Research on children aged 3–7 reveals that impulse control improves significantly with age, particularly between 5 and 7 years. Among various motivators, rewards proved most effective, while direct adult prohibitions were the least successful, especially for younger participants. During this stage, a hierarchy of motives emerges, allowing children to prioritize long-term goals or social accountability over immediate desires. Moral motivations also begin influencing behavior in older preschoolers, marking a shift toward socially mindful traits. Educators must nurture these emerging personality expressions and self-regulation skills, as they form the foundational groundwork for positive individual development [4, p. 19–28].

DISCUSSION AND RESULTS

Adults often use ineffective methods like moralizing or over-instruction to manage preschool behavior, which can stifle independence and lead to long-term disciplinary issues. Research identifies several distinct behavioral patterns: impulsive

(acting without considering consequences), protest (defiance signaling a search for independence), and aggressive (destructive frustration displacement). Conversely, misbehavior reflects self-centeredness, while conformist children struggle with self-assertion. In contrast, demonstrative children seek validation through unique, attention-seeking actions [5]. Recognizing these tendencies allows educators to set boundaries that foster confidence and positive social integration while providing constructive outlets for self-expression [6].

CONCLUSION

Global research highlights that children develop social behavior motives through interactions with adults, peer play, and broader communication. A structural framework of moral concepts—encompassing social attitudes, motivation, and collective activities—is essential for preschool development. To foster these motives, educators must align social competencies with specific developmental stages. This process involves nurturing empathy, cooperation, and responsibility, which serve as foundational skills for socially motivated behaviors. By cultivating these competencies, children improve their interpersonal relationships and establish a basis for long-term social integration. Consequently, aligning educational content with these structural elements is vital for positive behavioral growth [1, 2].

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