

## DEVELOPING SOCIAL MOTIVATION IN CHILDREN THROUGH PEDAGOGICAL TECHNOLOGIES

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**Annotation:** This article presents information on research conducted on the development of social motivation in preschool children, factors influencing social motivation, technologies for the formation of social motivation, and an analysis of the results obtained during their application.

**Key words:** social motivation, preschool education, play activities, socialization, national values, fairy tales, stories, social skills, educational process, natural factor, symbolism, normativity, autonomy, interactive technology.

### Introduction

Rapidly changing economic, social, educational, and upbringing relations in the world are shaping new demands for knowledge and technologies, and at the same time, for the education system. Today, the serious requirements placed on children's school readiness necessitate the development of essential theoretical and practical measures in this regard. Although preschool education institutions are officially considered the primary establishments for preparing children for school, in fact, we can say without exaggeration that school readiness begins from the moment a child is born.

Preschool-age children experience the initial stages of learning social interaction, mutual communication, and finding their place in society. The development of social motivation plays an important role in the successful implementation of this process. Social motives encourage cooperation, collaborative work, and communication among children. At present, new pedagogical technologies are being implemented in preschool education to develop children's social motivation. This article aims to analyze the technologies aimed at developing the social motivation of preschool-age children and to evaluate their effectiveness.

### Literature Review

The issue of personal and social development of preschool-age children is currently regarded as one of the most relevant topics in scientific-pedagogical research. Therefore, the formation of social motivation is considered one of the main tasks of the preschool education system. This topic is highly significant as it requires examining the theoretical and practical foundations of organizing the process of socialization among children effectively.

In modern psychology, the term motivation refers to at least two psychological phenomena:

- 1) a set of motives that stimulate a person's activity and determine their behavior, that is, a system of factors defining conduct;
- 2) a process in which the formation of motives encourages and maintains behavioral activity at a certain level<sup>1</sup>.

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<sup>1</sup> Stolyarenko, L. D. (2004). Pedagogical Psychology. Higher Education Series. 3rd Edition, revised and supplemented. Rostov-on-Don: Phoenix Publishing.

Social motivation in preschool children plays an important role in shaping their relationship with society. Developing children's social motives requires specific attention to pedagogical technologies.

A number of scholars have studied the factors influencing the development of social motives in children. For example:

- Family environment. The affection of parents and adherence to social values directly influence children's motivations. According to J. Piaget, a child acquires early social skills within the family<sup>2</sup>.
- Preschool institution. Group activities organized by teachers contribute to children's socialization.
- Cultural environment. National values, folk tales, and traditions significantly reinforce social motivation, as noted by A. G'ofurov.

Furthermore, N.V. Olesyuk explains in his research that social behavior is a self-organizing system influenced by natural factors (biological and others), symbolic mechanisms (such as language and values), normative expectations (individual actions depending on social norms), and autonomy<sup>3</sup>.

The roles of teachers and parents in developing social motivation are invaluable. While parents instill values such as love, respect, and helpfulness within the family, teachers encourage children's participation in collective activities in educational institutions.

### **Research Methodology**

Among the methods used in the article are experimental and observational methods, as well as the analysis of the practical application of pedagogical technologies aimed at developing social motivation in preschool educational institutions. The main technologies used by teachers working with children in the research include:

#### 1. Game-based technologies:

Games are used to develop cooperation and group work skills among children. Through social tasks, children learn to help each other and find solutions together. During the game process, children acquire social skills by communicating with one another, working collaboratively, and solving problems.

#### 2. Interactive learning technologies:

Interactive learning materials and visual tools designed for children support their social activity. These technologies allow children to actively acquire new knowledge, while also developing the skills of expressing their opinions and communicating with others.

#### 3. Pedagogical stories and fairy tales:

Stories and fairy tales teach children social skills such as moral values, equality, helping others, and mutual respect. These narratives not only provide moral guidance but also help children establish appropriate interpersonal relationships.

#### 4. Educational video and multimedia technologies:

To develop social motivation, videos, films, and animated materials designed for children are used. With the help of these materials, children can observe different aspects of interpersonal relationships and better understand their own emotional states.

### **Analysis and Results**

Based on practical experiments and observations, the following key results were identified:

<sup>2</sup> Piaget J. Play, Dreams and Imitation in Childhood. – New York, 1962. p.43

<sup>3</sup> Olesyuk, N. V. (2007). Formation of Motive and Motivation for Success in Children Aged 4–5 Years (PhD dissertation abstract). Moscow, 100 p.

Social skills of children:

The use of games and interactive technologies significantly improved children's social skills. For example, children actively involved in group activities learned to help each other and collaborate more effectively in completing group tasks. During gameplay, children develop social skills such as providing mutual support and showing respect toward others in the group.

Self-awareness and expression of thoughts:

Through educational stories and fairy tales, children learned to express their thoughts more clearly and fluently. In addition, these materials helped children understand moral norms, equality, and the principle of fairness.

Motivation in group activities:

By means of videos and multimedia tools, children demonstrated greater activity in fulfilling their roles within the social environment. Educational videos were effective in engaging them in social activities.

### Conclusion

The technologies used to develop the social motivation of preschool children increase the effectiveness of the pedagogical process. Games, interactive technologies, stories, and multimedia tools strengthen social interactions among children and develop important social skills such as mutual respect and cooperation. Effective implementation of these technologies encourages children's social motivation and supports their active participation in communication.

However, the effectiveness of each technology depends on how it is used with children. If a technology is applied properly under the guidance of a teacher, it will be significantly more beneficial and impactful for children.

The development of social motivation depends not only on the technologies themselves but also on the professional and competent approach of educators working with children.

Modern pedagogical technologies play an important role in developing social motivation in preschool children. Games, interactive materials, stories, and multimedia technologies contribute to the development of social relationships, support children in helping one another, expressing their thoughts, and working collaboratively. Moreover, these technologies help children internalize moral and social values. In the future, it is recommended to further expand the use of these technologies in the development of social motivation among preschool children.

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