

**BOSHLANG‘ICH SINIF O‘QUVCHILARINING JAMOADA ISHLASH
KO‘NIKMALARINI RIVOJLANTIRISHNING PEDAGOGIK-PSIXOLOGIK
XUSUSIYATLARI**

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Namangan davlat universiteti tadqiqotchisi

Annotatsiya: Ushbu maqolada boshlang‘ich sinf o‘quvchilarining jamoada ishlash ko‘nikmalarini rivojlantirish asosida tarkib topadigan pedagogik-psixologik xususiyatlar xususida fikr yuritiladi.

Kalit so‘zlar: o‘zini-o‘zi anglash va shaxsiy identifikatsiya, ichki motivatsiya va maqsadga yo‘naltirish, emotsional intellekt va his-tuyg‘ularni boshqarish, emotsiyalarni boshqarish va stressni nazorat qilish, ijtimoiy muloqot ko‘nikmalari va kommunikatsiya, konstruktiv va tanqidiy fikrlash.

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Аннотация: В данной статье рассматриваются педагогико-психологические особенности, лежащие в основе развития умений младших школьников работать в коллективе.

Ключевые слова: самосознание и личная идентичность, внутренняя мотивация и целенаправленность, эмоциональный интеллект и управление эмоциями, управление эмоциями и контроль стресса, навыки социального общения и общения, а также конструктивное и критическое мышление.

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Annotation: this article reflects on the pedagogical and psychological characteristics of Primary School students, which are composed on the basis of the development of skills for working in a team.

Keywords: self-awareness and personal identity, internal motivation and targeting, emotional intelligence and emotion management, emotion management and stress control, social communication skills and communion, constructive and critical thinking.

Here is the exact translation without any additions or modifications:

Teamwork is the process of implementing joint activities with one or more people to achieve a common goal. Teamwork in the educational process is the process of students

working together effectively, communicating, defining roles and leadership, sharing resources, and actively listening to each other.

Teamwork skills not only contribute to the student's personal development but also play an important role in improving the overall effectiveness of education. At the same time, these skills create a solid foundation for the team to achieve common goals through effective communication, trustworthy cooperation, and innovative solutions.

When developing teamwork skills in primary school students, we observe the formation of the following psychological characteristics in them:

1. Self-awareness and personal identification. The student must understand in which roles and tasks they feel effective, identify their strengths and weaknesses, and correctly comprehend their personal abilities and limitations. This process creates a strong foundation for self-assessment and self-improvement. Personal confidence, motivation, and discipline encourage active participation in team activities. This aspect allows for self-reassessment based on personal achievements and failures, creating opportunities for learning and growth.

Self-awareness and personal identification are the processes of children recognizing themselves. From a psychological perspective, this process is closely related to the child's acceptance of their abilities, emotions, and social roles. According to Piaget's theory, children around the ages of 7-8 transition to the concrete operational stage and begin to develop logical thinking. During this period, self-awareness, identifying personal traits, and finding one's place within a social group are of great importance. Strengthening personal identification increases the child's self-confidence, ensures self-worth, and serves as a foundation for preparing for complex social situations in the future.

2. Intrinsic motivation and goal orientation. Students' internal interests, aspirations, and goals are the main factors in active participation in teamwork. Intrinsic motivation supports both personal development and effective collaboration within the group. To achieve goals, students must control their emotions, actions, and time. This skill increases personal responsibility and ensures that the student's role in the team is clearly and effectively fulfilled.

Intrinsic motivation and goal orientation are based on the child's internal desires, interests, and ability to motivate themselves. According to Ryan's self-determination theory, human motivation depends on three basic needs: autonomy, competence, and relatedness. For primary school students, intrinsic motivation is further strengthened by recognizing their achievements, accomplishing small goals, and establishing

positive relationships with others. The desire to achieve their goals allows them to actively participate in team activities, test themselves, and evaluate their successes.

3. Emotional intelligence and emotion management. Understanding and adapting to the emotions of group members plays an important role in mutual relationships. This ability strengthens not only emotional connections but also trust and harmony within the group. Students who can quickly and accurately understand the emotions of those around them and respond appropriately maintain emotional stability in complex situations.

Emotional intelligence and emotion management are the child's ability to understand and manage their own and others' emotions and express them appropriately. Emotional intelligence helps not only in controlling personal feelings but also in understanding the moods of other team members. This ability, in line with Vygotsky's social development theory, is formed through communication and interactions. Exercises in expressing and managing emotions, role-playing games, and small group activities in the classroom help children develop emotional intelligence. Through this, they achieve mutual empathy, patience, and social harmony.

4. Emotion regulation and stress management. Constructively managing stress and pressure that arise during teamwork and controlling one's emotions significantly impacts students' successful performance. Adapting to various emotional states, transforming negative emotions into positive energy, and maintaining calm in critical situations are also integral parts of emotional intelligence.

Emotion regulation and stress management represent the child's ability to increase resilience to stress and constructively control negative emotions. Because young children are still in the process of mastering emotional regulation, they may often react excessively emotionally in uncomfortable situations. Therefore, from a psychological approach, it is important to teach children strategies to reduce stress, identify their emotions, and manage them correctly. For example, through breathing exercises, short meditations, and pedagogical approaches, they develop the ability to change their attitude toward stress and calm themselves in difficult situations.

5. Social communication skills. The ability to express one's thoughts clearly, understandably, and logically reduces potential misunderstandings within the group. Listening attentively to the opinions and considerations of group members and taking their perspectives into account are also key factors in effective communication.

Social communication skills are aimed at developing the child's language and social interactions. For children, clearly expressing their thoughts, listening to others, and establishing mutual communication are important factors determining their success in

the teamwork process. From a psychological perspective, this aspect is one of the fundamental components of personal development, strengthening trust, cooperation, and social connections among children. Through interactive games, group lessons, and free communication environments organized by teachers, children's communicative abilities develop, and they learn to successfully manage social relationships.

6. Constructive and critical thinking. Providing critical feedback during the exchange of ideas within the team encourages students to learn from their mistakes and work more effectively in the future. Open and free communication among students with different opinions and perspectives fosters a positive interactive environment.

Constructive and critical thinking represent the child's ability to solve future problems, develop new ideas, and analyze information. Critical thinking, self-assessment, and logical analysis of environmental situations greatly influence the child's cognitive development. During this process, children learn not only to consider their own opinions but also to take others' perspectives into account. Through constructive thinking, teachers instruct them to analyze problems, ask critical questions, and plan future actions based on results. As a result, the child's thinking ability develops, and they actively participate in effective communication and creative problem-solving within the team.

These aspects complement each other and serve to maximize the psychological and social potential of primary school students. Through self-awareness, the student strengthens self-confidence; intrinsic motivation drives them to strive toward their goals; and emotional intelligence and emotion management ensure self-control in communication and collaboration processes. Additionally, the ability to manage stress and emotions, as well as effective social communication and constructive thinking, create a foundation for the child's success in team activities. Thus, psychologically, these factors play an important role in the child's overall personality, social relationships, and cognitive development, serving as key elements in forming independent thinking, creative approaches, and teamwork skills in the future.

Organizing the process of developing teamwork skills in primary school students based on educational principles defines the pedagogical aspect of this process. Educational principles are the initial rules reflecting the general laws of the educational process that must be managed by the teacher. Educational principles are the basic rules that define the main requirements for the content and methods of the educational process and its organization.

Below, based on educational principles, we will examine the directions for developing teamwork skills in primary school students:

1. The principle of humanizing education. The concept of humanizing education focuses not only on the student as an object receiving academic knowledge but also on their personal, social, and moral development. For primary school students, teamwork activities emphasize forming human values such as mutual respect, empathy, listening, and support. When planning team tasks, the teacher selects tasks that encourage mutual cooperation, taking into account each student's needs, abilities, and emotions.

2. The principle of harmony with nature. Based on the principle of harmony between students and nature, team games and project work are organized in open-air or garden environments. Through these activities, students not only learn to study and appreciate the environment but also master working together and using resources wisely. Team tasks organized in natural settings, such as studying nature, ecological projects, or participating in joint gardening, strengthen teamwork and communication among students.

3. The principle of systematic and consistent learning. The lesson process is planned based on a systematic approach, meaning teamwork skills are formed step by step and developed through increasingly complex tasks. The order of completing team tasks, defining roles within the group, and sharing responsibilities allow students to systematically master teamwork. In each lesson, the place of teamwork is defined, clear tasks are given to students, and their knowledge and skills are developed consistently.

4. *The principle of cultural alignment.* During lessons, tasks that include national and universal cultural values allow students to learn about mutual cultural connections. In group work, each student's cultural heritage, traditions, and uniqueness are considered, thereby strengthening mutual respect and harmony among students. National holidays, cultural events, or team projects related to art help develop students' teamwork skills and cultural awareness.

5. *The principle of scientific approach.* Teamwork methods are selected through a scientifically based approach. In this process, students are given tasks based on experiments, research, and practical work, developing their analytical and critical thinking skills. In team activities, the teacher uses scientifically based materials and methodological approaches to deliver knowledge systematically and evidence-based. Team tasks organized based on scientific projects and experiments strengthen students' collaboration, problem identification, and problem-solving skills.

6. *The principle of integrating education and upbringing.* Education and upbringing are considered complementary processes. In forming teamwork skills, not only intellectual but also ethical, cultural, and social aspects are taken into account. By involving students in team activities, educational values such as mutual trust,

responsibility, honesty, and diligence are formed. Teamwork activities are integrated into the lesson process, ensuring students' educational development and preparing them for future social life.

The educational process organized based on the above principles plays an important role in developing teamwork skills in primary school students. Each principle is aimed at enhancing students' personal, cultural, scientific, and educational potential, serving to form a culture of working together, solving problems, and mutual assistance. In this way, students not only acquire academic knowledge but also develop as active, conscious, and morally responsible individuals in society.

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