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ISSUES OF SOCIAL MOTIVE FORMATION IN CHILDREN AGED 5–6 (PRESCHOOL AGE)

Ismayilova Risolat

Basic Doctoral Student, Urgench State Pedagogical Institute

E-mail: ismayilovarisolat@gmail.com

ORCID: https://orcid.org/0009-0000-4630-3064

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Abstract: This article analyzes the formation of social motives in preschool children aged 5–6 from a psychological and pedagogical perspective. It examines the essence of the concept of social motive, its role in the development of the child's personality, and the pedagogical conditions for developing social motives through play, communication, and elementary work activities. The theoretical analysis substantiates the need for consistent pedagogical influence aimed at developing children's willingness to cooperate, help others, consider group interests, and demonstrate socially acceptable behavior. Cooperation between the family and the preschool educational organization, the educator's communication style based on respect and cooperation, and the organization of joint activities are identified as important pedagogical conditions.

Keywords: social motive, motivational sphere, preschool age, 5–6 years, play activity, socialization, need for communication, cooperation, pedagogical conditions.

1. INTRODUCTION

At the current stage of social development, raising the younger generation as socially active individuals who are able to cooperate with others and internalize universal and national values remains an important educational task. The effectiveness of this work is closely related to the formation of motives that direct the child's social behavior. Preschool age, particularly the period of 5–6 years, is a sensitive stage in which the social orientation of the personality becomes more pronounced and the child masters increasingly complex forms of interaction with adults and peers.

The relevance of the topic is determined by the fact that social motives developing at this age — the aspiration to cooperate, the willingness to help others, participation in collective activities, and the desire to follow socially accepted norms — create an important psychological basis for subsequent school education and personal development. Therefore, identifying psychologically grounded and pedagogically appropriate conditions for their formation is of particular importance.

The aim of this article is to theoretically substantiate the psychological and pedagogical foundations of social motive formation in children aged 5–6 and to identify the pedagogical conditions that contribute to the effective development of these motives. The article focuses on the role of play, communication, joint activity, and cooperation between the preschool educational organization and the family.

2. THEORETICAL AND METHODOLOGICAL BASIS

The theoretical basis of the study is formed by psychological and pedagogical approaches to the development of the child's motivational sphere, social interaction, and play activity. The analysis is

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based on the works of L.S. Vygotsky, L.I. Bozhovich, D.B. Elkonin, A.V. Zaporozhets, N.Ya. Mikhaylenko and N.A. Korotkova, as well as the pedagogical and psychological views reflected in Uzbek scholarly sources.

In psychology, a motive is generally understood as an internal factor that gives activity direction and determines the subject's relationship to a particular action or goal. From a sociocultural perspective, the development of the child's higher mental functions and motivational sphere takes place within social interaction and communication. This makes it possible to consider social motives not as isolated or purely innate formations, but as motives that develop and become more stable through education, communication, joint activity, and the child's participation in socially meaningful relationships.

L.I. Bozhovich's approach emphasizes the development of the motivational sphere as an important component of personality orientation. During preschool childhood, along with individual motives, socially significant aspirations gradually become more pronounced, including the desire to gain recognition, to be useful, and to interact with peers. D.B. Elkonin's analysis of play activity shows that role-play enables children to model social relationships and master rules and norms associated with the adult world. Consequently, play provides a favorable psychological context for the development of social motives.

In this article, social motives are understood as a relatively stable system of aspirations directed toward cooperation with other people, assistance to others, consideration of group interests, and participation in socially valued behavior. This understanding allows social motive formation to be examined as a process that connects the child's internal motivational sphere with real social experience.

3. AGE-SPECIFIC FEATURES OF SOCIAL MOTIVE FORMATION

The age of 5–6 is characterized by qualitative changes in the child's understanding of relationships within the "self and others" system. The child increasingly attempts to coordinate behavior with the expectations of adults and peers. At the same time, the need for communication with peers becomes more pronounced. The desire for recognition is no longer limited to relationships with adults; peer interaction becomes an increasingly important context for the development of cooperative behavior.

At this stage, role-play provides opportunities to reproduce adult relationships and socially meaningful roles. When children act as a doctor, teacher, parent, or another socially significant role, they encounter rules of interaction, responsibilities, and forms of mutual assistance. In this process, motives such as "being useful," "helping," and "responsibly completing a task" can become more meaningful for the child.

At the same time, social motives at this age are not always stable. They may coexist with personal motives, including the desire to receive praise, obtain a preferred object, or gain an individual advantage. This indicates that social motivation requires purposeful pedagogical support rather than spontaneous development alone. The educator's task is to create situations in which socially valuable behavior becomes meaningful to the child and is repeatedly practiced in real interaction.

4. PEDAGOGICAL CONDITIONS FOR FORMING SOCIAL MOTIVES

The theoretical analysis of the sources used in this article makes it possible to identify several interrelated pedagogical conditions for the formation of social motives in 5–6-year-old children.

First, joint play and work activities should be organized systematically so that each child has an opportunity to perform a socially meaningful role. Such activities allow children to experience dependence on one another, distribute responsibilities, and achieve a common result.

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Second, the educator's communication with children should be based on cooperation, respect, and recognition of socially beneficial actions. When helping, sharing, showing empathy, or supporting another child is positively acknowledged, the child receives social reinforcement for behavior that is directed toward others rather than only toward personal achievement.

Third, preschool educational environments should include specially organized situations that promote friendly relationships and traditions of mutual assistance. Stories, fairy tales, theatrical activities, drawing, music, and other creative forms can be used as contexts for discussing social behavior and then transferring the discussed models into everyday interactions.

Fourth, cooperation between the family and the preschool educational organization is essential. Consistency between the values and expectations presented in the family and those promoted in the preschool environment creates more stable conditions for the child's social development. Parents can support the same forms of cooperation, assistance, responsibility, and respect that are cultivated in the educational setting.

Fifth, encouragement should emphasize the child's contribution to the common activity rather than only individual achievement. Presenting group success as the result of joint effort can strengthen the child's understanding of cooperation and gradually increase the subjective value of socially oriented behavior.

5. DISCUSSION

The theoretical analysis indicates that social motive formation in children aged 5–6 is a multidimensional process involving motivational, communicative, behavioral, and social components. Play creates a model of social relations; communication provides direct experience of interaction; joint activity creates a need to coordinate actions; and family–preschool cooperation contributes to the consistency of educational influence.

The findings presented in the analyzed sources also suggest that the stability of social motives depends not only on the presence of socially desirable behavior but on the child's gradual understanding of its social meaning. Therefore, pedagogical influence should move from external encouragement toward the development of internal acceptance of cooperation, assistance, responsibility, and respect for others.

It should be noted that the present article is theoretical in nature. The attached manuscript does not contain a separately reported empirical sample, diagnostic methodology, quantitative indicators, or statistical results. Therefore, no numerical experimental results are introduced here. For an empirical OAK article, these elements should be added only on the basis of the author's actual experimental data.

6. CONCLUSION

The formation of social motives in children aged 5–6 is an important component of holistic personality development and should be organized as a purposeful, consistent, and scientifically grounded pedagogical process. The analysis demonstrates the particular importance of play as a leading context of social experience, communication with adults and peers, joint activity, and cooperation between the family and the preschool educational organization.

The most important pedagogical conditions include systematic organization of cooperative play and work, a respectful and cooperative communication style of the educator, specially created situations of mutual assistance, the use of creative and narrative activities for discussing social behavior, and coordinated family–preschool interaction. The implementation of these conditions can contribute to the strengthening of socially oriented motives and create a psychological basis for the child's successful transition to school and further social development.

For further empirical research, it is advisable to develop diagnostic criteria and indicators of social motivation, determine levels of its formation, implement a structured pedagogical technology,

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and evaluate its effectiveness through comparative experimental data. Such empirical evidence would strengthen the methodological and practical value of the article.

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