



The Importance of Positive Relationships in the Formation of the Personality of Elementary School Students

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Abstract: *An important stage in the pedagogical activity of students is the stage of primary education. It is the task of every pedagogue and psychologist to form positive relationships, creative activities, high positive and human characteristics in the student of this period. Therefore, a number of recommendations for the implementation of this urgent task are presented in this article.*

Keywords: *Positive relationship, personality, characteristic, primary class, character, environment, junior school period, teacher, school, environment, moral consciousness, student.*

Educational activities should create an opportunity for primary school students not only to develop cognitive processes at a high level, but also to develop positive attitude characteristics of these young people. During this period, the formation of the child's personality continues. A student's success at school is a completely positive basis for his further mental development and personality formation. As a result, it can be seen that the child begins to understand his place in his family, his class and other communities. Transition to a new activity creates a new attitude of the student to his main activity.

A sense of positive attitude begins to grow in him. He understands that good behavior and character are necessary and that it is his duty, that the established rules and requirements must be followed. Feeling like a real student, he needs to be a good student. The moral consciousness of students of this age undergoes important changes during the 1st and 4th grades, and moral qualities, knowledge and imagination are significantly enriched, and the child begins to understand himself. Although he does not know his own good and bad qualities, he feels that he is "I". He realizes his duty, purpose, the need to fulfill it, and the fact that it is his duty to do homework and repeat. Elementary school students are interested in knowledge about many environmental phenomena and positive social relations that are not included in the school curriculum. These interests are also reflected in the child's interest in positive games, which are often ignored. Such games reflect his social interests, emotions, concern for the team. Curiosity is a form of manifestation of broad mental activity of children of small school age.

Openness, trustworthiness, willingness to fulfill all the tasks of the teacher are effective conditions for him to know the importance and importance of studying in order to become a person needed by the country. In the first years of school education, interests, in particular, interests in acquiring knowledge, intellectual interests develop significantly. Psychologists say that first interests are formed in relation to certain facts, isolated events isolated from other things. In the 3rd - 4th grades, interest in learning the reasons, laws, connections and interrelationships between events develops. Interest in studying begins to differentiate from the 3rd grade. Such interests in students form such characteristics as self-awareness and evaluation of their own behavior. The interests of children of primary school age also have a number of negative characteristics that are destructive to effective learning.

Interests of students of this age: - cannot give enough practical results; - not strict, situational; - educational material and assignments quickly touch the student's soul and cause fatigue; - poorly understood, it is seen in the student's inability to tell what he likes in a certain subject and why he likes it; Interest in overcoming difficulties in establishing positive relationships does not appear until the end of junior high school. All this is the insufficient development of interests at a young school age, which can sometimes lead to a superficial attitude towards learning. If we look at the general dynamics of the motives of students in this period, the following can be seen: at the beginning of the junior school period, the external aspects of being in school, then the results of the first academic work, then the process itself, the content of the study and only after that, the interest in the ways of acquiring knowledge will be strong. Understanding the social importance of reading should be strengthened by interest in the content of reading and ways of acquiring knowledge. In this case, by the end of the junior school period, the decrease in motivation to study is not noticeable. The motives for learning change as follows: the interest of students of junior school age turns from interest in particular facts to interest in laws and principles. Psychological studies conducted in recent years have shown that interest in the ways of acquiring knowledge may arise by the middle of elementary school age. Motives for independent education also appear during the junior school period, but they appear in the simplest form - with interest in additional sources of knowledge and occasional reading of additional books. Social motives change from a non-differentiated general understanding to a deep understanding of the reasons for the necessity of reading and learning, to an understanding of the content of reading "for oneself", which causes social motives to acquire a practical character.

The development of a tendency to independence is carried out on the basis of two directions. First, the emergence of independence as a personality trait depends on the social environment. This dependence is expressed in the field of opportunities to satisfy the need for independence and in the nature of the content of independence expressed in values. In the formation of the second independence as a personality trait, individual characteristics depend on the relations that have arisen in the community where the person lives and works, as well as the abilities of the person and his activity. The formation of independence in a child mainly depends on adults. If the child is overly trusting, obedient, and open, then the character of submissiveness and subordination will gradually strengthen. However, encouraging the child to be independent early may also lead to the formation of some negative feelings in him, because he may act by imitating others due to his lack of life experience. In order to build independence, it is extremely important to give the child more tasks that he can do independently and to give him confidence. It is also necessary to create such a social and psychological environment in which the child should be entrusted with the independent performance of any responsible task, and in the process of performing this work, the child should feel that he is the leader of his peers, adults and other people. It is this feeling that creates motivations for the child to be independent. 7-11-year-old children begin to understand their individual characteristics. The child's self-awareness also develops rapidly and begins to strengthen. During this period, children begin to attach more importance to their names and try to make their names positively accepted by their peers and those around them. A child's assessment of his appearance and body structure is also very important in his self-concept. By the end of the junior school period, children, especially girls, begin to pay special attention to their facial structure. Based on the purpose of the research, it is aimed to determine the educational motivation of children aged 6-8, their attitude to school, and their emotional reaction to the situation related to studying.

The conclusion is that in the course of the educational activity of the student of junior school age, the ability to coordinate his own behavior and activities, the ability to consciously come to an opinion develops, he is able to organize his own activities and the process of learning. helps to find a solution to the student's interest, the motivation of the student's behavior also changes. In this case, the opinions of friends and the team will be the main motives.

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