



TECHNOLOGIES FOR FORMING SOCIAL MOTIVES IN PRESCHOOL CHILDREN

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Abstract. *This thesis examines the pedagogical technologies and methodological approaches used in forming social motives in preschool-aged children. Social motivation plays a crucial role in child development, influencing how children interact with peers, adults, and society. The research explores various technological approaches that educators and parents can implement to cultivate prosocial behaviors, empathy, cooperation, and social responsibility in early childhood.*

Introduction. The preschool period (ages 3-7) represents a critical stage in personality development when fundamental social motives begin to form. Social motives encompass the internal drives that guide children's interactions with others, including desires for approval, cooperation, helping behaviors, and social recognition. Modern pedagogical science emphasizes the importance of systematic approaches to developing these motives through evidence-based technologies and structured interventions.

The formation of social motives during preschool years establishes the foundation for future social competence, emotional intelligence, and moral development. Children who develop strong social motivation demonstrate better adaptation to educational environments, form healthier peer relationships, and exhibit greater empathy and prosocial behaviors throughout life.

Social Learning Theory provides the foundational understanding that children acquire social motives through observation, imitation, and reinforcement. Vygotsky's sociocultural theory emphasizes the role of social interaction and cultural tools in developing higher mental functions, including social motivation. Attachment theory highlights how secure relationships with caregivers create the emotional foundation for positive social engagement.

The development of social motives occurs through several interconnected processes: identification with significant adults, internalization of social norms, development of empathy, and formation of self-regulation skills. These processes require systematic pedagogical support using age-appropriate technologies.

Game-Based Learning Technologies

Play represents the leading activity in preschool development and serves as the primary vehicle for social motive formation. Role-playing games enable children to assume various social positions, practice interpersonal skills, and internalize social norms. Through dramatic play scenarios (family, hospital, school, store), children develop understanding of social roles, responsibilities, and relationships.

Cooperative games specifically designed to require teamwork help children develop motives for collaboration rather than competition. These games emphasize shared goals, mutual support, and collective success, fostering intrinsic motivation for cooperative behavior.



Project-Based Learning

Collaborative projects engage preschoolers in shared activities that require planning, division of responsibilities, and coordinated effort. Group projects such as creating a class garden, organizing a charity event for younger children, or preparing a performance for parents cultivate motives for contribution to collective goals. These experiences help children understand their role within a community and develop satisfaction from contributing to shared achievements.

Narrative and Storytelling Technologies

Stories serve as powerful tools for social-emotional learning. Through carefully selected literature and guided discussions, children explore characters' motives, emotions, and moral dilemmas. Educators can use story analysis to help children identify prosocial behaviors, understand consequences of actions, and develop empathy for others' perspectives.

Interactive storytelling, where children contribute to plot development or alternative endings, encourages reflection on social choices and their outcomes. Puppet shows and dramatization of stories allow children to embody different characters and experience various social situations safely.

Social Situation Modeling

Creating structured scenarios that require social problem-solving helps children develop motives for positive social interaction. Teachers design situations where children must negotiate, share resources, resolve conflicts, or help peers in difficulty. Through guided practice and reflection, children internalize the satisfaction derived from prosocial behaviors.

Positive Reinforcement Systems

Strategic use of recognition and encouragement strengthens social motives. Rather than material rewards, effective systems emphasize social recognition through "helper of the day" roles, appreciation circles where children acknowledge peers' kind actions, and visual displays celebrating cooperative achievements. This approach helps children develop intrinsic motivation for prosocial behavior rather than external reward dependence.

Emotional Intelligence Development Programs

Structured programs teaching emotion recognition, expression, and regulation provide the foundation for social motivation. Children learn to identify emotions in themselves and others, understand emotional causes and consequences, and develop empathy. Activities include emotion cards, feelings charts, mood check-ins, and guided discussions about emotional experiences.

Community Service Learning

Age-appropriate community involvement experiences help preschoolers develop motives for social contribution. Activities such as making cards for nursing home residents, participating in environmental clean-up, or collecting donations for animals cultivate awareness of others' needs and satisfaction from helping.

Peer Mentoring and Buddy Systems



Pairing older preschoolers with younger children creates opportunities for developing motives for caring and responsibility. The mentor role encourages children to demonstrate prosocial behaviors, exercise patience, and experience the satisfaction of helping others learn and grow.

Implementation Strategies

Effective implementation requires systematic integration across the preschool environment. Teachers must create a social-emotional learning curriculum embedded within daily routines, ensuring consistent opportunities for social motive development. The physical environment should facilitate cooperative interaction through learning centers designed for small group work.

Professional development for educators is essential, focusing on social-emotional learning principles, observation skills for assessing social development, and intervention strategies for children struggling with social motivation. Parent education programs ensure consistency between home and school environments, teaching families how to reinforce prosocial behaviors and social values.

Assessment methods should include observational documentation of social interactions, portfolios showcasing cooperative projects, and developmental checklists tracking social-emotional milestones. This data informs individualized support strategies for children requiring additional intervention.

Challenges and Considerations

Individual differences in temperament, cultural background, and previous social experiences create varied starting points for social motive development. Technologies must be flexible enough to accommodate diverse learning needs while maintaining high expectations for all children. Children with social-emotional difficulties require individualized support plans integrating therapeutic approaches with educational technologies.

Cultural sensitivity is paramount, as social motives and values vary across cultures. Educators must understand and respect diverse family values while helping children navigate multiple cultural contexts. Technology selection and implementation should reflect multicultural perspectives and inclusive practices.

Digital technology presents both opportunities and challenges. While educational applications can support social-emotional learning, excessive screen time may reduce face-to-face social interactions essential for developing authentic social motives. Balance is critical, with digital tools supplementing rather than replacing direct social experiences.

Conclusion

The formation of social motives in preschool children requires intentional, systematic application of evidence-based pedagogical technologies. Through game-based learning, collaborative projects, narrative approaches, situation modeling, and community engagement, educators can cultivate children's intrinsic motivation for prosocial behavior, cooperation, and social responsibility.

Success depends on creating a comprehensive social-emotional learning environment where adults model desired behaviors, provide consistent opportunities for social skill practice, and recognize children's prosocial efforts. When implemented with cultural



sensitivity and individualization, these technologies establish strong foundations for lifelong social competence and ethical behavior.

Future research should examine long-term outcomes of specific social motive formation technologies, explore effectiveness across diverse populations, and investigate integration of emerging educational technologies. The continued refinement of these approaches will enhance our capacity to support children's social-emotional development during this critical developmental period.

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