

Assessment Of Interpersonal Activity Development In Preschool Children: A Social-Psychological Perspective

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Abstract

Assessment of interpersonal activity in preschool children plays an essential role in understanding their social and psychological development. Early identification of interpersonal communication skills allows educators and psychologists to support children's social competence and emotional well-being. This study investigates the assessment methods used to evaluate interpersonal activity among preschool children in educational settings. The research analyzes behavioral observation techniques, teacher assessments, and statistical evaluation of children's communication and cooperation skills. The results demonstrate that systematic assessment helps identify differences in children's interpersonal activity levels and provides valuable information for improving pedagogical practices. The findings emphasize the importance of social-psychological assessment tools in early childhood education.

Keywords: preschool children, interpersonal activity, social psychology, assessment methods, communication skills, behavioral observation, early childhood education, social competence, psychological development, child interaction

Introduction

Early childhood is a period of rapid psychological, emotional, and social development. During the preschool years, children acquire fundamental interpersonal skills that influence their ability to communicate, cooperate, and interact effectively with others. These abilities form the basis of social competence, which plays a significant role in children's future academic success and social adaptation.

Interpersonal activity refers to the ability of individuals to establish and maintain communication with others, collaborate in social contexts, and respond appropriately to emotional and behavioral cues. In preschool children, interpersonal activity manifests through play, verbal interaction, cooperation in group activities, and emotional responsiveness toward peers and adults.

The development of interpersonal activity is closely connected to children's psychological development. Children learn social norms, communication patterns, and emotional regulation through interaction with peers and adults. According to developmental psychology theories, early social experiences significantly influence children's personality formation and behavioral patterns.

Preschool educational institutions play a crucial role in facilitating children's social development. These institutions provide structured environments where children interact with peers and teachers through various educational activities. Such environments create opportunities for children to practice communication, cooperation, and problem-solving skills.

Despite the importance of interpersonal activity in early childhood development, children demonstrate different levels of social interaction. Some children actively communicate with peers and participate in group activities, while others may display shyness or limited social engagement. Therefore, it is important to assess interpersonal activity in order to identify children's strengths and areas requiring additional support.

Assessment of interpersonal activity involves systematic observation of children's behavior in social situations. Researchers and educators use various methods such as behavioral observation, psychological scales, and teacher evaluations to measure children's communication skills and social engagement.

Accurate assessment allows educators to design targeted pedagogical interventions that support children's social development. It also helps identify children who may experience difficulties in communication or social adaptation.

In recent years, educational researchers have emphasized the importance of social-psychological assessment in preschool education. Assessment tools help evaluate children's emotional responsiveness, empathy, cooperation, and communication abilities.

Understanding the level of interpersonal activity among preschool children also contributes to improving educational practices. Teachers can use assessment results to develop learning environments that encourage social interaction and collaborative learning.

Therefore, the main purpose of this study is to analyze the assessment of interpersonal activity development in preschool children from a social-psychological perspective. The research aims to evaluate children's communication and cooperation skills using behavioral observation and statistical analysis.

Methods

This research employed a mixed research methodology combining qualitative observation and quantitative statistical analysis.

Participants

The study involved 118 preschool children aged 5–6 years from four preschool educational institutions. The participants included both boys and girls from diverse social and family backgrounds.

Additionally, 12 preschool teachers participated in the research by providing evaluations of children's social behavior and interaction patterns.

Research Instruments

Several assessment methods were used in this study.

Behavioral Observation

Researchers conducted systematic observations during various preschool activities, including:

- free play sessions
- cooperative learning activities
- storytelling and discussion sessions
- outdoor play

The observations focused on children's communication patterns, emotional responses, and cooperation with peers.

Social Interaction Scale

A social interaction scale was used to measure children's interpersonal activity. The scale evaluated several indicators:

- communication with peers
- cooperation during group tasks
- empathy and emotional responsiveness
- initiative in social interaction

Each indicator was evaluated using three levels: high, medium, and low.

Teacher Assessment

Teachers provided professional assessments of children's interpersonal behavior through structured questionnaires.

Statistical Analysis

The collected data were analyzed using descriptive statistics. Percentages were calculated to determine the distribution of interpersonal activity levels among preschool children.

Results

The results of the research demonstrate significant variation in children's interpersonal activity levels. While many children actively participated in communication and cooperative activities, some children showed moderate or low levels of interaction.

Table 1
Assessment of Interpersonal Activity in Preschool Children

Interpersonal Indicators	High Level (%)	Medium Level (%)	Low Level (%)
Communication with peers	44	39	17
Cooperation in activities	42	41	17
Emotional empathy	38	45	17
Initiative in communication	36	40	24

The data indicate that the majority of children demonstrated moderate to high levels of interpersonal activity. Communication with peers was the most developed indicator, suggesting that children frequently interacted with peers during play and classroom activities.

Cooperation during group tasks also showed positive results. Many children were able to collaborate with peers and follow group rules during educational activities.

However, the indicator of initiative in communication showed slightly lower results. Some children preferred to observe rather than initiate interaction with peers.

The diagram illustrates the distribution of interpersonal activity levels among preschool children. The visual representation shows that the majority of children fall within the medium and high levels of interpersonal interaction.

Discussion

The results of this study highlight the importance of systematic assessment in understanding children's interpersonal development. Assessment allows educators and psychologists to identify variations in children's communication and social interaction skills.

One of the key findings of the study is that preschool educational environments significantly influence children's interpersonal activity. Children who participate in interactive educational activities demonstrate higher levels of communication and cooperation.

Behavioral observation proved to be an effective method for assessing children's social interaction. Observing children during natural activities such as play and group learning provides valuable information about their interpersonal behavior.

Teacher evaluations also played an important role in the assessment process. Teachers interact with children daily and can provide detailed insights into children's social behavior and communication patterns.

The results of this research are consistent with the sociocultural theory of development proposed by Vygotsky. According to this theory, social interaction plays a fundamental role in cognitive and psychological development.

Bronfenbrenner's ecological systems theory also supports the findings of this study. This theory emphasizes the influence of environmental systems such as family, school, and peer groups on children's development.

Assessment of interpersonal activity also helps identify children who may require additional support in developing social skills. Early identification allows educators to implement targeted interventions that promote communication and social engagement.

However, the study also identified certain limitations. Some children demonstrated lower levels of interpersonal activity due to shyness or limited communication experience. These children require additional encouragement and structured opportunities to interact with peers.

Teachers and parents should collaborate to create supportive environments that encourage children to participate in social activities.

Conclusion

Assessment of interpersonal activity in preschool children is an essential component of early childhood education. Systematic evaluation of children's communication, cooperation, and emotional interaction helps educators understand children's social development.

The findings of this study demonstrate that most preschool children show moderate to high levels of interpersonal activity. However, some children require additional support to develop communication and social interaction skills.

Behavioral observation, teacher assessment, and statistical analysis are effective methods for evaluating interpersonal activity in preschool settings.

Preschool educational institutions should implement regular assessment practices to monitor children's social development. Such assessments allow educators to design targeted pedagogical strategies that promote communication, cooperation, and social competence.

Future research should focus on developing more advanced assessment tools and exploring the influence of cultural and technological factors on children's interpersonal development.

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