

Social And Psychological Factors Influencing The Development Of Interpersonal Activity In Preschool Children

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Abstract

Early childhood is considered a critical period for the development of interpersonal relationships and social behavior. The formation of interpersonal activity during the preschool years plays a significant role in shaping children's communication skills, cooperation, and emotional intelligence. This study examines the social and psychological factors that influence the development of interpersonal activity in preschool children. The research focuses on the influence of family environment, peer relationships, and preschool educational conditions on children's social behavior. Quantitative and qualitative methods were used, including observation, behavioral assessment, and statistical analysis. The findings show that supportive educational environments and positive social interactions significantly enhance interpersonal competence in preschool children.

Keywords: preschool children, interpersonal activity, social interaction, early childhood development, communication skills, psychological development, peer relations, family environment, preschool education, social competence

Introduction

Early childhood represents one of the most important stages in human development. During this period, children acquire fundamental social skills that influence their future relationships, emotional development, and learning abilities. Preschool age is particularly significant because children begin to actively interact with peers and adults outside their family environment. As a result, interpersonal activity becomes an essential component of children's social and psychological development.

Interpersonal activity refers to the ability of individuals to establish and maintain communication, cooperation, and emotional connections with others. In preschool children, interpersonal activity manifests through play, verbal communication, cooperation in group activities, and emotional responsiveness to others. Researchers in developmental psychology emphasize that the development of interpersonal relationships during early childhood significantly influences personality formation, emotional regulation, and cognitive development.

One of the main characteristics of preschool development is the transition from individual behavior to social interaction. Children begin to recognize the needs, emotions, and perspectives of others. According to Vygotsky's sociocultural theory, social interaction plays a central role in cognitive and psychological development. Through communication with peers and adults, children internalize social norms, values, and behavioral patterns.

In preschool institutions, children encounter new social situations that require cooperation and mutual understanding. They participate in group games, collaborative learning activities, and communication with teachers and peers. These experiences contribute to the development of social competence, which includes empathy, communication skills, conflict resolution, and emotional regulation.

However, the level of interpersonal activity among preschool children may vary depending on several factors. These factors include family environment, parenting style, peer relationships, and educational conditions in preschool institutions. Children raised in supportive and communicative environments tend to demonstrate higher levels of social interaction and cooperation.

Family environment plays a crucial role in the formation of children's social behavior. Parents who actively communicate with their children and encourage emotional expression help develop interpersonal

skills. On the other hand, limited communication within the family may negatively influence children's social interaction.

Peer relationships also significantly influence interpersonal development. Through interaction with peers, children learn cooperation, negotiation, and empathy. Play activities provide opportunities for children to practice social skills and build friendships.

Preschool educational institutions also contribute to the development of interpersonal activity. Teachers create learning environments that encourage communication, teamwork, and collaborative problem-solving. Educational strategies such as group play, role-playing activities, and interactive learning help children develop social competence.

Despite the importance of interpersonal activity in early childhood, many preschool children experience difficulties in communication and cooperation. Some children may display shyness, withdrawal, or limited interaction with peers. Understanding the social and psychological factors influencing interpersonal activity is essential for improving early childhood education practices.

Therefore, the purpose of this study is to analyze the social and psychological factors influencing the development of interpersonal activity in preschool children. The research aims to identify the main conditions that promote effective social interaction among children and to provide recommendations for educators and parents.

Methods

This research employed a mixed-method approach combining quantitative and qualitative research methods. The study was conducted in several preschool educational institutions to examine the interpersonal activity of children in natural educational environments.

Participants

The study involved **120 preschool children** aged between **5 and 6 years old**. The participants were selected from four preschool educational institutions. The sample included both boys and girls representing diverse family backgrounds.

Additionally, **12 preschool teachers** participated in the study by providing observations and assessments of children's social behavior.

Research Instruments

Several research methods were used to collect data:

Observation Method

Direct observation was conducted during classroom activities and play sessions. Researchers observed children's communication, cooperation, and emotional responses during group activities.

Behavioral Assessment Scale

A behavioral assessment scale was used to evaluate children's interpersonal activity. The scale measured several indicators, including:

- communication with peers
- cooperation in group activities
- emotional responsiveness
- initiative in social interaction

Each indicator was evaluated using a three-level scale: **high, medium, and low**.

Teacher Questionnaire

Teachers completed questionnaires regarding children's social behavior and interaction patterns.

Statistical Analysis

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

Results

The analysis of observational data revealed significant differences in children's interpersonal activity levels. Some children demonstrated active communication and cooperation with peers, while others showed limited participation in social interactions.

The results indicate that the majority of preschool children demonstrate moderate to high levels of interpersonal activity. However, a smaller percentage of children exhibit low levels of communication and social engagement.

Table 1
Levels of Interpersonal Activity Among Preschool Children

Social Behavior Indicators	High Level (%)	Medium Level (%)	Low Level (%)
Communication with peers	46	38	16
Cooperative behavior	42	41	17
Emotional empathy	39	44	17
Initiative in interaction	35	40	25

The data indicate that **peer communication** showed the highest level of development among children. Almost half of the participants demonstrated active communication with peers during play and classroom activities.

Cooperative behavior also showed relatively high levels. Many children were able to collaborate with peers during group tasks and games.

However, the indicator **initiative in interaction** demonstrated slightly lower results. Some children waited for others to initiate communication instead of actively engaging in interactions themselves.

Observations also revealed that children from supportive family environments demonstrated higher levels of interpersonal activity. These children were more confident in communication and more willing to participate in group activities.

Children who had limited communication experiences at home showed lower levels of social engagement. They tended to be more reserved and less likely to initiate interaction with peers.

Teacher questionnaires confirmed these observations. Teachers reported that children who regularly participated in cooperative games and interactive learning activities showed improved communication skills and social confidence.

Discussion

The results of this study confirm the importance of social and psychological factors in the development of interpersonal activity among preschool children. Interpersonal skills do not develop automatically; they require supportive environments that encourage communication and cooperation.

One of the most influential factors identified in this research is the family environment. Children who experience open communication with parents and family members tend to develop stronger interpersonal skills. Family interactions provide the first social learning experiences for children.

Another important factor is peer interaction. Interaction with peers allows children to practice social behaviors such as cooperation, empathy, and negotiation. Through play activities, children learn how to resolve conflicts, share resources, and build friendships.

The findings of this study also highlight the role of preschool educational institutions in supporting social development. Teachers play a crucial role in creating social learning environments where children can practice interpersonal communication.

Educational strategies such as cooperative learning, group games, and role-playing activities encourage children to interact with peers and develop communication skills. These strategies also help children understand social norms and develop empathy.

The research findings are consistent with the sociocultural theory proposed by Vygotsky, which emphasizes the importance of social interaction in cognitive and psychological development. According to this theory, learning occurs through interaction with more knowledgeable individuals and through participation in social activities.

Another theoretical perspective supporting these findings is Bronfenbrenner's ecological systems theory. This theory suggests that children's development is influenced by multiple environmental systems, including family, school, and peer groups. The results of this study demonstrate how these systems interact to shape children's interpersonal activity.

However, the study also revealed challenges in developing interpersonal skills among some children. Factors such as shyness, limited communication experiences, and lack of social confidence may reduce children's participation in social interactions.

These challenges highlight the importance of early intervention strategies in preschool education. Teachers and parents should provide opportunities for children to engage in cooperative activities and develop communication skills.

Encouraging positive peer interactions and creating supportive educational environments can significantly enhance children's interpersonal competence.

Conclusion

The development of interpersonal activity in preschool children is influenced by various social and psychological factors. Family environment, peer relationships, and educational conditions play significant roles in shaping children's social behavior and communication skills.

The results of this study indicate that supportive social environments promote higher levels of interpersonal activity among preschool children. Children who participate in cooperative activities and experience positive communication with peers and adults demonstrate stronger social competence.

Preschool educational institutions should implement pedagogical strategies that encourage communication, teamwork, and collaborative learning. Teachers should create opportunities for children to engage in social interaction through play, group activities, and interactive learning experiences.

Parents also play an essential role in supporting children's interpersonal development. Encouraging communication, emotional expression, and cooperative behavior at home can significantly enhance children's social competence.

Future research should explore additional factors influencing interpersonal activity, including cultural influences, digital technologies, and educational innovations.

Understanding the social and psychological mechanisms of interpersonal development will help improve early childhood education practices and support children's holistic development.

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