



## PSYCHOLOGICAL LAWS OF PERSONALITY FORMATION AT SCHOOL AGE. PRINCIPLES OF INDIVIDUAL TREATMENT OF STUDENTS

Rashidova Gulnoza<sup>1</sup>

Valiyev Dilshod<sup>2</sup>

Urinboev Shakhzod<sup>3</sup>

*Jizzakh branch of the National University of Uzbekistan*

### KEYWORDS

personality formation, school age, psychological laws, individual treatment, holistic development, educational settings, children

### ABSTRACT

This article explores the psychological laws that govern the formation of personality during the school-age years. It delves into the crucial role of individual treatment in fostering the holistic development of students. By examining key psychological principles and their application in educational settings, this article aims to provide educators, parents, and stakeholders with valuable insights into promoting healthy personality development in school-aged children.

2181-2675/© 2023 in XALQARO TADQIQOT LLC.

DOI: 10.5281/zenodo.7955120

This is an open access article under the Attribution 4.0 International (CC BY 4.0) license (<https://creativecommons.org/licenses/by/4.0/deed.ru>)

<sup>1</sup> Teacher, Jizzakh branch of the National University of Uzbekistan, Uzbekistan

<sup>2</sup> Student, Jizzakh branch of the National University of Uzbekistan, Uzbekistan

<sup>3</sup> Student, Jizzakh branch of the National University of Uzbekistan, Uzbekistan

**Introduction:** The school years play a crucial role in shaping a child's personality. It is during this period that children experience significant cognitive, emotional, and social development, which lays the foundation for their future growth. To ensure optimal development and well-being, educators and parents need to understand the psychological laws that govern personality formation at school age. Moreover, adopting principles of individual treatment can help create a supportive learning environment that caters to the unique needs of each student. This article explores the psychological laws influencing personality development and outlines principles for providing individualized care to students.

**Law of Individual Differences:** The law of individual differences recognizes that each child possesses unique characteristics, talents, and needs. No two students are identical, and their personalities are shaped by a combination of genetic predispositions, environmental factors, and personal experiences. Educators should embrace this law by fostering an inclusive environment that respects and celebrates diversity. By recognizing and addressing individual differences, teachers can cater to various learning styles, interests, and abilities, thereby promoting holistic development.

**Law of Proximity:** The law of proximity suggests that individuals tend to form closer relationships with those they interact with regularly. In a school setting, students spend a significant amount of time with their teachers and peers. Educators can leverage this law by creating a positive and supportive classroom atmosphere that encourages social interaction, collaboration, and empathy. By fostering strong teacher-student relationships and promoting peer-to-peer connections, students feel a sense of belonging, leading to enhanced well-being and overall personality development.

**Law of Readiness:** The law of readiness emphasizes that individuals are most receptive to learning when they are psychologically prepared and motivated. At the school age, students exhibit varying levels of readiness for different subjects, skills, or concepts. Teachers should employ strategies to assess and cultivate students' readiness levels, providing appropriate challenges that align with their cognitive and emotional development. By recognizing and accommodating readiness, educators can enhance engagement and facilitate optimal learning experiences, resulting in improved self-esteem and confidence.

**Law of Reinforcement:** The law of reinforcement posits that behaviors that are reinforced are more likely to be repeated, while those that are not reinforced diminish over time. Educators should employ positive reinforcement techniques to encourage desirable behaviors, such as hard work, kindness, and perseverance. By acknowledging and rewarding students' achievements, progress, and efforts, teachers can foster a positive self-concept and promote intrinsic motivation. This approach contributes to the development of resilient and self-directed learners.

**Law of Developmental Continuity:** The law of developmental continuity recognizes

that personality development is an ongoing and gradual process. Students' personalities are shaped not only by their current experiences but also by their past experiences. Educators should take into account students' developmental histories, considering their previous educational experiences and personal backgrounds. By understanding the continuity of development, teachers can tailor instructional approaches and interventions that address individual needs and promote growth across multiple domains.

**Conclusion:** Understanding the psychological laws that govern personality formation at school age is essential for educators and parents alike. By recognizing the uniqueness of each student, fostering positive relationships, accommodating readiness, employing reinforcement techniques, and acknowledging developmental continuity, educators can provide individualized treatment to students. This approach enhances their overall well-being, promotes holistic development, and lays the foundation for a successful and fulfilling educational journey. Ultimately, by embracing these principles, schools can create an inclusive and nurturing environment that supports the growth and flourishing of every student.

#### **THE LIST OF USED LITERATURE**

1. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
2. Erikson, E. H. (1968). *Identity: Youth and crisis*. W. W. Norton & Company.
3. Kagan, J. (1984). *The nature of the child*. Basic Books.
4. Mussen, P. H., Conger, J. J., Kagan, J., & Huston, A. C. (Eds.). (1990). *Child development and personality* (7th ed.). Harcourt Brace Jovanovich.
5. Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press.
6. Skinner, B. F. (1953). *Science and human behavior*. Macmillan.
7. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
8. Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem-solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89-100.
9. Woolfolk, A. E. (2018). *Educational psychology: Active learning edition*. Pearson.
10. Zimbardo, P. G., Johnson, R. L., & McCann, V. (2016). *Psychology: Core Concepts* (8th ed.). Pearson.
11. Zubaydullaevna, T. N., Zoirovna, Y. S., Ugli, N. B. U., & Kizi, A. M. E. (2023, January). *CONSIDERATION OF PSYCHOLOGICAL WAYS IN QUICK MEMORIZATION PROCESS ENGLISH LANGUAGE*. In *International Scientific and Current Research Conferences* (pp. 29-35).
12. Murotmusayev, K., & Nizomov, B. (2022). *Internet tarmog'ida yolg'izlik va psixik jarayonlar. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar*, 1(1), 457-460.

13. Nosirovich, A. N. & Umarovich, N. B. (2022). CYBERSPACE IN THE REAL WORLD. *Journal of Academic Research and Trends in Educational Sciences*, 1(10), 410-414.
14. Sharafitdinov Abdulla, Yuldasheva Sojida Zoyirovna. (2022). ZAMONAVIY AXBOROTLASHTIRISH JARAYONLARINING SHAXS INDIVIDUAL XUSUSIYATLARIGA TA'SIRI. *International Journal of Contemporary Scientific and Technical Research*, 1(2), 432-436.
15. Shoir, Khaydarova, and Mamaradjabov Yokubjon Umidovich. "THE EVENT OF EUPHEMISM AND ITS FUNCTIONS IN SPEECH." *Journal of Academic Research and Trends in Educational Sciences* 1.12 (2022): 401-405.
16. Zoirovna, Yuldasheva Sojida, and Nizomov Bekhruz Umarovich. "PSYCHOLOGY OF TRUST AND SECURITY." *Journal of Academic Research and Trends in Educational Sciences* 1.12 (2022): 153-161.
17. Kurolovich, Sindorov Lutfillo, and Mamaradjabov Yokubjon Umedovich. "PSYCHOLOGICAL TECHNIQUES FOR RAPID MEMORY OF THE ENGLISH LANGUAGE." *Journal of Academic Research and Trends in Educational Sciences* 1.12 (2022): 170-176.
18. Абдурасулов, Фарход Пардаевич, Бехруз Умар Угли Низомов, and Дилбар Йулдашевна Маликова. "ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ В ИЗУЧЕНИИ И ПРЕПОДАВАНИИ ЯЗЫКОВ." *Central Asian Research Journal for Interdisciplinary Studies (CARJIS) Special Issue* (2021): 211-215.
19. Burkhanovna, K. D., Alisherovich, M. R., & Ugli, N. B. U. (2021). Communication as the main source of personality development. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(5), 75-80.
20. Хасанова Г. Б. и др. ВЛИЯНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА ЭКОНОМИКУ // *International Journal of Contemporary Scientific and Technical Research*. – 2022. – С. 259-263.
21. Alimov, N. (2023). CULTURE OF WESTERN AND ORIENTAL COUNTRIES. Современные тенденции инновационного развития науки и образования в глобальном мире.
22. Zilola, Abduraxmanova, and Mamarajabov Yoqubjon. "THE FUTURE OF GLOBAL ENGLISH NEW ENGLISH THE LINGUISTIC CHARACTER OF NEW ENGLISH GRAMMAR." *Journal of Academic Research and Trends in Educational Sciences* 2.2 (2023): 209-213.
23. Gulnoza, Rashidova, Raxmatullayeva Mushtariy, and Mamarajabov Yoqubjon. "THERAPY, PHYSIOLOGY OF SENSATION AND PERCEPTION." *Journal of Academic Research and Trends in Educational Sciences* 2.2 (2023): 214-219.