

The Study of Interpersonal Relationships of Schoolchildren by the Method of Sociometry and Drawing Tests

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Annotation: This article provides well-known methods of sociometry and drawing techniques for the study of interpersonal relationships. The methods allow the teacher to study very complex relationships in the classroom, to identify and determine the place of each student in the system of interpersonal relationships.

Keywords: sociometry method, drawing tests, interpersonal relationships, teacher, student, leader, isolated children, sociometric stars.

Interpersonal relationships arise on the basis of personal sympathies and attachments of children. The child strives to occupy a certain position in the classroom. He perceives and experiences his position in the class in his own way, which is very important to him.

The most convenient psychological method of studying interpersonal relationships is the well-known method of sociometry, which means measuring interpersonal relationships.

The students were asked 3 sociometric questions:

- 1) Which of the students in your class would you invite to your birthday?
- 2) Which of the students in your class would you like to sit at the same desk with?
- 3) Imagine that your class is going to go hiking in the mountains, which of the students in your class would you choose as the commander of the hike?

For each question, it would be necessary to make 2-3 choices, i.e. write the names of the students. Further, when analyzing the results of the study, we briefly called these questions as: 1) "birthday", 2) "sitting at the same desk", 3) "commander of the campaign".

The method of sociometry allows us to distinguish four sociometric groups in interpersonal relationships, depending on the number of choices received. Thus, students who scored 50-60% of the elections fall into the category of "leaders"; those who scored 70% or more of the elections fall into the category of "stars"; students who scored 40% of the elections fall into the "preferred" group; students who scored 20% of the elections into the "neglected" group, and students who did not receive of one choice, fall into the category of "isolated".

Observing students allows the teacher to identify which group they can be assigned to. However, the teacher's opinion does not always coincide with the results of a sociometric survey. The teacher is sometimes surprised

that a student, seemingly with all the data of the "star" in a sociometric survey, receives an insignificant number of choices, and vice versa, a seemingly "average" student receives a large number of choices in a sociometric

survey. Such a seemingly simple method allows the teacher to study very complex relationships in the classroom, identify and determine the place of each student in the system of interpersonal relationships. Each question in sociometry is not chosen by chance and carries a huge semantic load. So, when asked about the "birthday" when choosing, students act on the principle of "like" - "dislike". The motive for choosing "to sit at the same desk" is usually the motive of "studying well", and the motive for choosing "commander of the campaign" is the motive of "the ability to organize a group".

Of course, not all children can and should get an election on one issue. However, after analyzing the students' answers to all three questions, it is possible to get an idea of what place each student occupies in the system of interpersonal relations, how he feels in a particular role, and how this affects his attitude to learning activities, to the students around him, how this affects his personal qualities.

So, for example, on the question "birthday", as a rule, students should show a lot of mutual choices. That's how it should be. If there are few such elections, then this indicates that the class is not friendly, not cohesive. And the teacher needs to pay attention to this in order to organize the work of uniting the student team. As a rule, in a friendly team, the class knows its informal leader well. This should show the answers to the question about choosing a "campaign commander". Conversely, if this question does not reveal the leader, then it can be concluded that students do not know each other well, usually this is a conflict class. The teacher, having received such results, should find his mistakes in educational work and organize joint activities of students to better familiarize them with each other, to foster respect for each other.

Answering the question why they choose this or that student, the children note that they chose them because "they are polite", "for kindness", "for intelligence, courage", "do not quarrel", "is the best friend".

When answering questions about whom they would not choose (for "birthday", "sitting at the same desk", "commander of the campaign"), the children noted that they would not choose such children who violate discipline in the classroom, fight, call names, are ill-mannered.

By the way, children who fall into the "isolated" group have a "satisfactory" rating in the behavior report card. Note that children with negative character traits are not liked by the majority in the class and cause others to condemn.

It is very bad when children are identified in the classroom who, according to the method of sociometry, fall into the "isolated" group. From a psychological point of view, the position of such a child in the classroom can be called as an "outcast" of the class. As observations show, such children usually sit at the last desk, are unsociable, hidden, insecure, withdrawn.

If a child is constantly in the position of "isolated", then sooner or later it will be a "difficult" child, with unpredictable behavior, traumatized psyche and a number of negative qualities. Such a student feels unnecessary in the classroom, is afraid to go to the blackboard to answer, is afraid to communicate with peers. And this is "not his fault, but his trouble." The fault here is in the teacher, in an adult who does not understand the psychological features of children's relationships, does not know how to influence in such a situation and how to help such children. And unfortunately, there are a lot of such children, they are in every class.

The negative personality traits of such isolated students can be enhanced due to their unfavorable situation, and in younger and older adolescence they can become firmly entrenched in the character and turn into a stable childhood neurosis.

With the help of special tests, we studied the psychological qualities of the students' personality. We have found that sociometric "stars" are characterized by the following personal qualities: high self-esteem, self-confidence, high level of sociability, cheerfulness, energy, constant self-affirmation, demonstrative behavior.

The following personality traits were characteristic of the children of the "isolated" group: high anxiety, isolation in communication with classmates, low self-esteem, lack of confidence in communication, aggressiveness, impressionability, hostility towards others.

Observations have shown that "leaders" usually study well, and isolated ones study "satisfactorily", less often "well", often leave lessons, fight at recess.

As can be seen from our research, the higher the student's position in the classroom, the higher his authority among classmates, the more positive personality qualities he has: and vice versa, the lower the student's authority in the classroom, the more closed he is to communication, the worse students study and the more negative qualities they have.

The data obtained once again confirm our assumption about the importance of studying the communicative qualities of the personality of students in the process of their interpersonal communication.

The results obtained by us using the "Family Drawing" test allowed us to identify the "I" of the child in the system of interpersonal relationships in the family, which is very important for understanding the personal characteristics of children. We analyzed the selected three groups of children according to the nature of their family drawing.

We found that group I students with pronounced leadership qualities feel comfortable in the family, they are accepted, loved and significant in the family.

The second group of children, named by us as emotionally sensitive, in their drawings, families painted themselves as small, insignificant

Therefore, the class teacher needs to be able to navigate well in children's relationships, to know the socio – psychological features of interpersonal relationships in order to direct them to exert the necessary influence. The results of the study allow us to take a fresh look at today's student, see his problems and understand him as he is.

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