



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.02306.5

THE IMPORTANCE OF PERSONAL VALUES OF ELEMENTARY SCHOOL STUDENTS IN LEARNING

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ABSTRACT

Educational activities enable an elementary school student not only to develop a high level of cognitive processes, but also to develop personal qualities. In addition, the student's success in school will become an absolutely positive basis for his or her subsequent mental development and personality formation. This article is also devoted to a complete coverage of this very topic.

KEYWORDS: *Junior Schoolchild, Education, Value, Cognitive Processes, Learning Activities.*

INTRODUCTION

The changes taking place in society have a great influence on the formation of the human qualities of students, who are the object and subject of the educational process. Given this, in our country, special attention is paid to ensuring that students grow up as versatile people in the educational process. In particular, the Concept of "Continuous Spiritual Education" of the Republic of Uzbekistan provides for a change in the prevailing views in society. In particular, there is an opinion in the public mind that "the fruits of a child's upbringing are visible later, when he finishes school and grows up." One cannot agree with this opinion. Because no matter how old a child is in life, implicit behavior appropriate for that age is expected. If the expectation is justified, praise is given, if not justified, criticism is expressed.

Independence raised issues related to human dignity, its interests and the needs of human dignity. Human dignity also manifests itself in his social characteristics, his activities in society, his relationship to others and the environment, his maturity, his possession of social characteristics and his ability to express them in a spiritual way. Philosopher K. Nazarov said: "The process of becoming a person, realizing one's own value and the value of others takes a lot of time. In general, in the third millennium all over the world there is a growing need for the application in practice of the universal criteria of the philosophy of appreciation. Unfortunately, when humanity, from the early days of its existence on the planet, prioritized dignity and value, the

modern landscape of the Earth would be completely different, and humanity would not be faced with universal problems such as environmental storms, the threat of war and spiritual decline. " [4]

Of course, the spirituality and behavior of an elementary school student cannot suddenly become good or bad. The behavior of a child of any age reflects the level of strength or weakness at that age. Every day a child unknowingly either pleases or grieves the parents or teacher. Otherwise, adults would not rate children as "polite child", "correct your behavior", "loving girl", "naughty child", "stubborn child", "fearless child". This proves that the level of parenting of a child manifests itself every day in online relationships, in behavior, and not later.

Value orientations are a complex structure in which 3 main components can be distinguished: cognitive, emotional and behavioral. Cognitive is an element of knowledge, emotional is an emotional component that arises as a result of assessment; behavior is associated with the implementation of value orientations in human behavior.

In the success of the educational process in primary grades, the internal needs of the student, motives, acquisition of knowledge, knowledge and skills, attitude to values are of particular importance.

The problems of motivation and value of peers in activity and behavior was the subject of research by famous psychologists V.G.Aseev, L.A.Blokhina, A.N.Leontieva, V.N.Myasishche, A.N.Piyanzin, S.L.Rubinstein. In their study, a number of mechanisms for the formation of values in students were considered.

From play activity to the transition to educational-play activity, more noticeable personal updates are formed, associated with the development of awareness in this activity. Younger school age is the age of intensive intellectual development. Intelligence ensures the development of all other mental processes during this period, the intellectualization of mental processes, their understanding and arbitrariness. During this period, educational activity makes high demands on all aspects of the psyche of students, and as a result, the content of the students' value system is improving.

Two factors influence the formation of the value system of primary schoolchildren: objective and subjective. Objective factors include the material and technical base of an educational institution, the state of the surrounding world, and subjective factors include the psychophysiological characteristics of children, the specifics of their motives and characteristics. Subjective factors develop in direct connection with the individual characteristics, interests, orientation of the student's personality. [8]

Pedagogical observations show that positive attitudes towards reading decline slightly towards the end of the primary school period. Interest in learning activities increases in grades 1–2 and decreases in grades 3–4. With a decrease in interest in educational activities, the teacher's narration of the finished material and the institution of memorization of students prevail, the activities of students are imitative in nature. Students in grades 3-4 usually do not like to retell what they read, copy exercises written on the blackboard, memorize rules and verses, and instead like to independently solve examples and problems, observe natural phenomena, draw and sculpt things from plasticine and clay. In other words, younger students are more interested in work that has the potential for initiative and independence. V.A. Sukhomlinsky believes that one of the

reasons for the decline in interest in reading at early school age is a high low assessment by the teacher, which leads to a decrease in the child's interest in reading and a decrease in self-confidence.

Psychologist N.I.Murachkovsky found that the origin of inadequacy is influenced by two different categories of personality traits:

- First, the peculiarities of the student's thinking;

-Secondly, the attitude towards learning, which is reflected in the orientation of the student's personality, is the "inner position of the student". [5]

Based on the analysis of the described situation, the formation of a system of values among younger students will largely depend on the values of primary school teachers. It is the teacher, as a person and a specialist, who introduces children to the world of social relations, culture, connects them with spiritual riches and new achievements created by mankind. Valuable goals of the teacher's activity are reflected in the results of students' educational activities. This is another aspect of the problem under study. An empirical experimental study of the value system of a primary school teacher makes it possible to form a clear idea of the modern primary school teacher, to determine the values of the highest and lowest significance.

V.A. Yadov considers independent values in pedagogical activity as the basis of human consciousness as a hierarchical structure consisting of thoughts and feelings capable of expanding their vital interests around themselves. Therefore, the development of the teacher's personal and professional values is considered as an indicator of pedagogical activity that affects the teacher's self-esteem, the satisfaction of his higher social needs, such as self-development and self-expression. In addition, values in the work of a teacher are viewed as factors of social maturity, civic responsibility, professional ideals and humanity.

E.A.Rudenko writes that the highest value in upbringing is the personality of the child. In order for this value to be absorbed into the consciousness of the teacher, his system of values, it is necessary to coordinate the teacher himself, his way of thinking and behavior. This is not connected with the improvement of qualifications and competencies, the introduction of the most modern technical means and a new experimental program into the educational process, but with the emergence of new thinking.

Indeed, the vocabulary of primary school students is of particular importance in the organization of educational activities and the application of the personal-value approach in the development of literacy. On the eve of entering school, the child's vocabulary increases to the point that he can express himself. A 6-year-old normally developing child uses 3-7,000 words in his speech. Their school educational activities play a particularly large role in the development of children's speech. Before going to school, the child uses his or her speech only as a means of communication and cognition, without thinking about how he or she speaks. However, at school, the language spoken by the child remains the subject of instruction and study.

As a result of studying the grammar of his native language, a child at school learns to consciously structure his speech in accordance with the rules of grammar. In the process of studying grammar, the phonetic side of the child's speech is determined, the morphological side of speech is clarified, the structure of the syntax is significantly improved. [10] These qualities,

characteristic of certain aspects of speech, develop not only as a result of reading grammar, but also under the influence of other subjects taught in school. In the process of studying and solving all the subjects taught at school, the student's vocabulary is enriched.

Researcher G. Mamatova in the methodological manual "Methods of forming literary ideas in younger schoolchildren" not only acquaints schoolchildren with literary ideas, but also focuses on the study of the language of fiction. In his opinion, the study of the language of a work of art means enriching the speech of students with literary terms, visual aids, elements of the literary language. [3]

Educational activities provide an opportunity for a student of elementary grades not only to develop a high level of cognitive processes, but also to develop personal qualities. At the primary school age, the formation of the child's personality continues. A student's success in school will be an absolutely positive foundation for his or her subsequent mental development and personality formation. As a result, it can be seen that the child spontaneously begins to understand his or her place in the family, the class in which he or she is studying, and in other communities.

The transition to a new type of activity creates a new attitude of the student to his main activity. A sense of duty begins to grow in him. He understands that reading is compulsory and it is his duty to follow the established rules and requirements. Feeling like a real reader, he needs to read well. [9]

The moral consciousness of primary school students undergoes significant changes when reading grades 1-4, moral qualities, knowledge, imagination are significantly enriched, the child begins to understand himself. If he does not know his inherent good and bad qualities, the motives for learning will change as follows: the interest of elementary school students will turn from an interest in a specific fact to an interest in laws and principles. Psychological research in recent years has shown that there may be interest in ways of acquiring knowledge, moving to the middle grades of primary school. Motives for self-study also arise during primary school, but they appear in the simplest form - interest in additional sources of knowledge and from time to time reading additional books. When social motives move into first grade, it shifts from a nondifferential general understanding to a deeper understanding of the reasons for reading and learning, "to an awareness of the content of reading for oneself and to socialization. social motives. Situational social motives at this age are the need to seek support from a teacher.

Learning activities provide an opportunity for children of primary school age to meet certain educational needs, as well as take a place among their peers. It is in this place or position that the child seeks to learn well. Children at this age constantly compare their own successes with the successes of other peers. It is extremely important for them to always be the first. [7] Motivation to participate in competitions among children in primary school is a natural psychological need that gives them strong emotional stress. These features actually begin to show in kindergarten and are most evident in primary school as well as adolescence.

Primary school students evaluate themselves based on what adults think and evaluate. The student's self-esteem will also depend on his or her success in various activities. Self-esteem among elementary school students can be different - high, adequate, appropriate or low. Traits such as confidence, openness, susceptibility to external influences, obedience, which are present

in children of this age, provide a good opportunity to shape them as individuals. The transition from government to self-government during the small school period is extremely important.

Revealing hidden talents in children in the educational process, showing them their activities from an early age, creating opportunities for the development of their creative abilities is the key to the development of competitive personnel who will show high potential, social activity, intelligence and intelligence into the future. This corresponds to one of the priorities of our state - the upbringing of a comprehensively developed person. [6]

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