

THE CONTENT OF FORMATION OF PRESENT RESPONSIBILITY IN ELEMENTARY SCHOOL STUDENTS BY MEANS OF FOLK ART

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ABSTRACT

A person's attitude to existence is a product of his experiences, life beliefs, views, and has a centuries-old history of development. A person's attitude to reality is manifested through various actions, voices, signs that represent experiences and emotional states. In addition, the feelings of a person are expressed through words and facial expressions. The attitude expressed by man towards nature and society, presentness is also reflected in woven stories. Humans expressed their relationship to the world of plants, mountains, and animals. In legends and narratives, people's attitude towards bravery and courage are expressed, and the people around them gave it an immediate assessment. They analyzed the reality in detail and expressed their conclusions. They conveyed their emotional experiences to the people around them through words.

KEYWORDS: *Immediate Assessment, Influenced, Humanitarian Nature, Reading Lessons.*

INTRODUCTION

Historical processes and examples of folk art prove that the immediate response to the surrounding people and events was established long before the appearance of writing. So, the best examples of modern responsibility are expressed in folk art. The admonitions given by our forefathers, the attitudes towards the actions of young people are expressed in detail in examples of folk art. Folklore works express a person's inner experiences, feelings, emotional attitude to the environment and people. The heroism of the Uzbek people, brave and courageous children, traditions and values, virtues are expressed in proverbs, songs, fairy tales, epics, narratives and legends, which are considered high examples of folk art.

Along with reading classes, all educational subjects of a social and humanitarian nature have their place in the formation of students' skills of present responsibility. However, in reading classes, students' emotional areas are more influenced by artwork. Because reading lessons are important along with mother tongue and mathematics in the primary education process. With the help of reading lessons, students learn the traditions, cultural wealth and values of the Uzbek people. When they say one word, they enter the world of culture. In reading lessons, students are first presented with samples of folk art. With the help of these works, students' moral-aesthetic imagination expands and their emotional spheres develop rapidly. The emotional-valuable part of the lesson involves providing students with examples of

fiction. Elementary school students study examples of fiction with special interest, especially examples of folklore.

In the process of reading and discussing works of art, an emotional atmosphere is created. The attitude of the students to the heroes of the work always has artistic coloring. Readers rejoice in the positive heroes, the triumph of good over evil. They are happy that events will take a positive turn. The characters of folklore works encourage readers to feel the experiences of the characters. They rejoice in their achievements and are saddened by their failures. They are afraid of the attack of evil forces.

Elementary school students try to evaluate their feelings. It is important to take into account the interests and needs of students in order to form a responsive approach. Students are recommended to follow the following conditions with the help of folklore samples:

- Students participate in the process of reading folk songs together as a team, enjoy and feel satisfied;
 - Elementary school students to independently choose samples of folklore for reading, based on the list selected by the teacher;
1. Elementary school students turn to artistic works with special interest and engage in communication with characters;
 2. Students establish a one-on-one dialogue with the heroes of folklore examples;
 3. Students read folklore examples as a whole or select some parts;
 4. The work the student is reading should match his taste and mood;
 5. The teacher should monitor the text that the students are reading and not force them to read to the end if the student does not want to.
1. The process of formation of present responsibility in students should be organized taking into account pedagogical and psychological conditions. This is of great importance for the effective formation of attendance in elementary school students. Educational activities in reading classes are carried out on the basis of an emotional environment. First of all, the teacher creates a creative environment in reading classes. Finding answers to problems, thinking as a team, and expressing feelings through a sense of humor form the basis of a creative environment. Students learn to describe their relationship to the studied work of art and its characters. The teacher effectively uses various facial expressions, gestures, figurative means of expression in the formation of students' responsiveness. The emotional state and tone of voice of the teacher during the presentation of the works or in the process of reading and explaining are also important in the formation of students' responsiveness to the question-and-answer process. The tone of the teacher's voice can be slow, fast, high, low, lively, sad, depending on the content of the work of art. When performing folk songs, sayings, lyrical poems, excerpts from epics, and heroic works, it is important for the teacher to change the timbre of the voice for each work based on its characteristics, and convey to the students the content of the work and the character of the heroes.
 2. In the process of reading, special attention is paid to the fact that the artistic work has an ideological-aesthetic potential for the students. Through this, students' feelings are educated.

For this purpose, it is appropriate for the teacher to use a number of types of work. For example, writing essays based on fairy tales, teaching numbers and poems, analyzing them.

3. It is intended to use various creative tasks to form present-responsibility in students:
4. To compose a text and search on the text, to express one's opinion using artistic means, to teach poems and stories with an emphasis on artistic expressiveness;
5. Expressing one's personal attitude about the ending of fairy tales and stories in a positive spirit;
6. Students retell the reality expressed in the work in their own words;
7. Students can change verb forms and tenses in the process of recitation.
8. Types of work that serve to form attendance in elementary school students:
9. Writing essays based on fairy tales;
10. Rewording and analyzing the text;
11. Create new text;
12. Theatrical games;
13. Puppet theater games.

14. Such types of work are very convenient for the formation of present responsibility in elementary school students. dramatized games are also important in the formation of students' responsiveness. Such games develop the vocabulary of the student's artistic speech. It creates conditions for them to express their feelings and experiences. Enriches students' life experiences with bright, unforgettable impressions. In the process of such games, students develop practical present-ability skills and expand their opportunities to relate to social reality. Students will be able to get to know different emotions with the help of a work of art. They get to know the experiences, characteristics, and feelings of the positive characters in the works and have the opportunity to behave like them. They feel disgusted and ashamed of negative characters and their bad deeds. Although they resemble them when they perform such roles, they strive not to be like this in life. The teacher also effectively uses exercises and tasks in the form of a puppet theater in the formation of the skills of attention in primary school students.

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