



THE ROLE OF NATIONAL VALUES IN FORMATION OF RESPONSIBILITY OF PRIMARY SCHOOL PUPILS

Alimjonova Matluba Yunusovna

Lecturer of the Department of Primary Education,
Fergana State University,
Uzbekistan

ABSTRACT

The article presents the role of national values in building responsibility of younger schoolchildren in the educational process of elementary school by means of the system-activity approach.

KEY WORDS: *national values, responsibility, junior schoolchild, educational process, primary school.*

INTRODUCTION

The integration of market relations in modern society leads to a change in the value system, the formation of new ideological lines, ways of perceiving reality, both among the adult population and among children. The ideal in the modern worldview is a person who knows how to live beautifully without much labor and resource costs. The formation of responsibility of younger schoolchildren is another step towards the actualization of the internal capabilities of the personality, its vitality and moral stability from an earlier point of reference. In this regard, the attitude to national and universal values in our country has changed radically. Restoration of national values, their preservation and transmission to future generations is a key issue on the agenda. The concept of "values" has taken on its original meaning, and it has become necessary to pay attention to values and use them in education.

MATERIALS AND METHODS

Values are formed and developed in the process of human activity. It has a social character and serves the needs of human life and activity.

Among the forms of expression of values, which are considered to be an important means of education, there are also constants. These include human life, well-being, health, work, education, and behavior. Values help young people to gain a deeper understanding of life, to adhere to the legal norms of society, to adapt their lifestyle to the legal and moral norms. Therefore, it is important for young people to have a deep understanding of values, appreciation, the essence of devaluation, to understand the importance of values. Uzbekistan is a land of such ancient, rare and eternal values. Its history, national and cultural riches have always reminded us that our country was one of the first centers of human history, and we have always been proud of it.

Our ancient values play a practical role in the realization of our great goals, such as the preservation and promotion of the immortal heritage of our ancestors, especially in the hearts of primary school students, to further strengthen the sense of love and devotion to the Fatherland. After all, without the national traditions, customs and ceremonies of any nation, there would be no life, no spirituality. The Uzbek people have their own unique material, spiritual and historical values. The task of today is to study all this, to enrich it, to improve it in line with modern requirements. In this regard, the noble values of the Uzbek people today, such as diligence, honesty, hospitality, good neighborliness, sincere relations between children and parents, respect for the formation of spiritual purity, helps. Educating primary school students based on national values in partnership with family and school is especially important as a primary educational tool.

National values have a direct impact on the spiritual development of primary school pupils only when they become part of their daily routine. The impact of values on children is far greater than the impact on adults, because once adults' worldviews, beliefs, and habits have been established, children are now laying the groundwork for them.

As elementary school pupils are affected by nature, they are strongly influenced by existence and the events that take place in it. Just as events and happenings in existence are diverse, so are the forms and meanings of values. Especially in Uzbek families, the traditional method of instruction and exhortation is important in the formation of human qualities in children. In particular;

- human appreciation of people;
- understanding of the duty of humanity;
- be honest and truthful;
- Deep thinking about goodness is of special importance as an inheritance.



- Feel responsibility of being citizen of the country

In folk pedagogy, the following tools can be used to educate primary school students on the basis of national values:

- Uzbek national games;
- national songs and lapars;
- national dances;
- traditional ceremonies;
- festivals - field festivals, flower festivals, melon festivals;

Competitions and events play an important role in the formation of national values. National values, traditions and it is expedient to bring up on the basis of our traditions. So, it is the sacred duty of educators in educational institutions and every parent in the family to bring up primary school students on the basis of national values, to strengthen opportunities and create the necessary conditions for such educational resources.

RESULTS AND DISCUSSIONS

The main criterion for a person's attitude to the world around him, to people, their views is value relationships. They determine the social interaction of people, the struggle and coordination of their interests, requirements, regulate human behavior, determining the future of an individual's life in society. Determination of the ways of its formation, including the establishment of an active social position, depends on the disclosure of the features of the development process and the specifics of the impact of value relationships on the developing personality, which make up the content part of a person's characteristics. Therefore, in recent years, the conditions and patterns of the development of value relationships in children of primary school age have been studied.

The priority area of the education system today is: the Law of the Republic of Uzbekistan "On Education", the State Educational Standards in Education, the Concept of Spiritual and Moral Education of young people which are the legislative basis for the formation of the structure of the basic educational program of primary general education. The main pedagogical goal for the formation of value relationships in children of primary school age is the upbringing of a moral, responsible, proactive and competent citizen of Uzbekistan. This problem should be solved in the following directions: in the field of personal culture formation; in the field of social culture formation; in the field of family culture formation.

In the field of personal culture formation, this is the formation of the ability for spiritual development; strengthening of morality; formation of the foundations of morality; the formation of the foundations of the moral self-consciousness of the individual (conscience); adoption by students of basic

national values, national and ethnic spiritual traditions; the formation of aesthetic needs, values and feelings; formation of the ability to openly express and defend their morally justified position, to be critical of their own intentions, thoughts and actions; formation of the ability to act independently and act; development of hard work, the ability to overcome difficulties; awareness of the value of human life by the younger schoolchild; the formation of the moral meaning of the teaching.

In the field of social culture formation, this is the formation of the foundations of Russian civic identity; awakening faith in Uzbekistan, a sense of personal responsibility for the Motherland; the formation of patriotism and civil solidarity; developing the skills of organizing and implementing cooperation with teachers, peers, parents, older children in solving common problems; building trust in other people; developing goodwill and emotional responsiveness, understanding and empathy for other people; the formation of humanistic and democratic value orientations; formation of a conscious and respectful attitude towards traditional Russian religions and religious organizations, towards faith and religious convictions; formation of the foundations of a culture of interethnic communication, respect for cultural, religious traditions, the way of life of representatives of the peoples of Uzbekistan. In the field of the formation of family culture, this is the formation of an attitude towards the family as the basis of Uzbek society; formation in a younger student respectful attitude towards parents, a conscious, caring attitude towards elders and younger ones; acquaintance of the student with the cultural, historical and ethnic traditions of the Uzbek family. In general, practice shows that educational work on the formation of value relationships in elementary school should be based on the following set of principles: psychological comfort and principle creativity.

The success of the implementation of the principles is due to the choice of educational forms and methods of working with younger students. An example is the developed and tested by us in the educational process of primary school, the following educational activities: pedagogical debate "The system of educational work on the formation of value relationships in primary school"; class hours: "I am a citizen of Uzbekistan", "Friendship is the main miracle"; collective creative deeds: "Fair of qualities", "If you are kind"; actions: "I - and the world around me", "Plant a tree"; patronage: "Grandmother next to grandfather", "Heirs of the Timurites"; concert programs: "The musical world through the eyes of a child", "In the country of a happy childhood"; parent lectures: "The role of the family in the formation of a healthy lifestyle" and "The family as a factor in the socialization of the individual."



The choice of these types of joint activities was not chosen by chance; for productive work on the formation of value relationships in younger pupils, we carried out a scientific research, consisting of three stages: ascertaining, formative and control. As a subject of diagnostics, we have chosen the value attitudes of a primary school-age child to the family, to studies, to peers. For the effectiveness of the diagnostic level of the formation of value relationships in primary school, we have defined criteria and indicators.

Criteria and indicators for assessing value relationships:

1. Cognitive - the presence of knowledge about the concepts of "value", "value relations", the formation of the personality's worldview;
2. Emotional-motivational - experiencing a sense of responsibility, duty and conscience for fulfilling assignments, awareness of the person's actions;
3. Behavioral - characteristic features of the personality, from the point of view of value relationships.

On the basis of the selected criteria and indicators, the levels of the formation of value attitudes in younger schoolchildren are highlighted:

High level: possesses knowledge of the concepts of "value", "value relationships", focuses on feelings of respect, responsibility, dignity and duty. Always applies this knowledge.

Intermediate level: has knowledge of the concepts of "value", "value relations", about some ideas about politeness, about the value foundations of responsible behavior; but does not always apply these norms.

Low level: the stock of knowledge about the concepts of "value", "value relations", about the value foundations of responsible behavior is very scarce; does not apply the norms of politeness and rules of behavior, almost never experiences a sense of responsibility, duty and conscience for completing assignments. During the implementation of the presented system of forming value relationships, the children of the experimental group reacted differently to the lessons. In the first lessons, most of the children actively participated in games, a small part of the younger students behaved wary. However, the playful nature of the lessons promoted the activity of all children.

CONCLUSION

Thus, in general, the process of the formation of value relationships such as a sense of responsibility, duty and conscience for completing assignments of younger schoolchildren in the educational process of primary school should be considered as an integral mechanism, which is

characterized by consistency and the presence of interconnected components that are actively involved in joint activities.

REFERENCES

1. S. Yuldasheva "Folk customs and traditions". Ijod Dunyosi Publishing House, Tashkent, 2003.
2. Primary Education Magazine. Issue 2 of 2007.
3. "Education and upbringing in primary school". Namangan, 1992.
4. R. Goibnazarov "Commonality of educational work-spiritual- the basis of moral values ". Educational problems. Tashkent. Issue 1, 2009.
5. Abduvaliyeva, N. A. (2020). SOME FORMS OF REFERENCE (ADDRESSING) IN UZBEK DRAMAS. *Theoretical & Applied Science*, (1), 23-26.
6. Ikromova, Gulhida. A. (2020). Developing the speech of primary school pupils through the folklore. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(5), 567-571.
7. Sarimsakova, D. (2019). Communicative competence as a result of EF teaching and learning *ISJ Theoretical & Applied Science*, 12 (80), 166-169 [https://dx. doi. org/10.15863. In TAS \(Vol. 80\).](https://dx.doi.org/10.15863. In TAS (Vol. 80).)
8. Sarimsakova, D. M. (2020). *SOCIOLINGUISTIC COMPETENCE AND COMMON REFERENCE LEVELS OF THE CEFR. In МИРОВАЯ ЭКОНОМИКА. ПРОБЛЕМЫ, ПЕРСПЕКТИВЫ, ИННОВАЦИИ (pp. 4-6).*