

THE IMPORTANCE OF PERSONAL VALUE APPROACH METHODOLOGY IN PRIMARY SCHOOL LITERACY CLASSES

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ABSTRACT:

This article describes a personal value approach to literacy in primary education, values based on personal relationships for students and the psychological and pedagogical conditions for teachers to adopt sustainable behaviors.

Keywords: value, elementary education, student, teacher, personal approach, activity, emotional-evaluative component.

INTRODUCTION:

The primary education stage is the main foundation of the system of continuing education, and the future activities of students are directly related to this stage. Today, radical innovations are taking place in primary education, and the formation of students' cognitive activity, increasing their desire to learn, learning and motivating them to be active in this process is a special manifestation of these innovations. Unless there is an activity of learning in primary school students, that is, aspiration and personal activity, any pedagogical activity carried out with it can never give its effective result. In order to increase the effectiveness of education, it is necessary to develop methods that allow the transition from play to learning. Especially when we consider the characteristics of primary school students, such as the stage of formation of self-esteem, the need for attention and recognition, approval and support of others, and the desire to express themselves, adults, especially educators, are valuable and important to them in education. It is advisable to be attentive to events and processes and to

be in a position of support and encouragement when necessary.

The proportion of external control over the behavior of primary school students is characterized by a gradual change in their favor of internal regulation. From the point of view of the development of human subjectivity (E.I. Isaev, V.I. Slobodchikov, etc.) primary school students enter the stage of personalization, in which the most characteristic features of a particular student in the process of changing the content of his self-awareness - perceptions of himself ("I image", personal dignity).

Internal position (L.I. Bojovich, L.S. Vygotsky, etc.) and other features of age in a generalized form represent the symptom complex of "social competence" of the crisis of 7 years (N.I. Ganoshenko, T.V. Ermolova, S.Yu. Meshcheryakova). It is characterized by simultaneous projection into three areas of personal relationships: self, others, and objective activity. During this period, the spiritual and moral development of the individual, "the gradual expansion and strengthening of the semantic range of personal values, the formation of the ability to evaluate and consciously build a person on the basis of traditional moral norms and ethical ideals, serves as a basis for self, other people, society." Therefore, in primary education, it is important for the teacher to create psychological and pedagogical conditions for students to adopt values based on personal relationships and increasingly sustainable behaviors.

The psychological interpretation of the concept of "value" is the closest to the essence

of spiritual and moral development, "life position" (A.I. Bojovich), "meaning" and "personal meaning" (A.N. Leontev), "psychological relations" (V. N. Myasishchev). Personal development, according to L.S. Vygotsky, is a process associated with the assimilation of cultural values by an individual. That is, through internalization, the system of meanings and meanings that emerges in human relationships is then "transformed" into the human mind. A person's relationship is a conscious, selected, experience-based psychological connection between him and someone or something, expressed in his actions, reactions and experiences (V.N. Myasishchev).

According to the researcher N.E. Shurkova, a value-based approach is a preferential preferential relationship of the subject with the object of the surrounding world, if this object acts in all its social meaning, has a personal meaning for the subject, perceived as important for society and individual life.

The axiological (value) approach to education affirms the individual as the carrier of core national values, the highest value approach capable of adopting and implementing absolute values. The logic of the formation of moral values (A.V. Kiryakova) includes the following links: search, evaluation, selection and projection (or actualization of value in joint activities). It includes the education of attitudes to the basic national values - the Motherland, family, nature, science, labor and creativity, art and culture, humanity, and this is the content of modern education.

Based on the research of V.A. Yadov, we hypothesized that the value approach has a three-component structure:

- Cognitive component - concepts and ideas about a particular value and related aspects of life;

- Emotional-evaluative component - events, the value of events, experiences associated with their evaluation;

- Motivational-behavioral component - the experience of actions, abilities, skills, readiness to behave in certain social actions in accordance with the meaning of values.

The degree of manifestation of each of the above components and their interrelationship allows us to assess the formation of a valuable approach or the degree of its manifestation. The approach to evaluating learning outcomes proposed in the new standard of education confirms the need to rely on a three-component structure of a value-based approach.

The learning outcomes of any activity of primary school students are distributed at the following levels:

- Basic understanding of life, social knowledge, social reality and daily life;

- Secondary results - difficulties in diagnosing the emotional-evaluative component of socially significant (positive) development: the student's attitude to these objects and events, the values of society to the world around him, his homeland, labor, nature, culture, himself, other people, health, in general a valuable attitude to social reality in general;

- The third level - the student's experience in the implementation of socially significant actions in the interests of the society in which he lives, the student's experience of independent social action;

- The fourth level - the student's mastery of socially significant activities, which "occurs when the student performs this or that socially significant activity as an integral part of the simpler activities he has already mastered, becomes a motive and independent activity." (Stepanov 2013). Diagnosis of the manifestation of motivational-behavioral and cognitive components of the value approach
Timely and regular diagnosis of the

manifestation of the components of the value approach allows the teacher to assess the quality of work done, plan further work, coordinate the educational impact of participants. (Vyunova, Podimova, Sergeeva 2016; Kojurova 2015).

In terms of the manifestation of a value-based approach in primary education, the highest indicator is the diagnosis of the motivational and behavioral component. Methods that allow the measurement of its formation are often referred to as situations in which the learner is faced with a moral choice and acts in accordance with the priorities of dignity. These are L.V. Bayborodova's "Volunteer Act" and "Selected Situations", an adapted version of the test "Thinking about life experience" for primary school students (N.E.Shchurkova, V.M.Ivanova, T.E.Pavlova, E.N.Stepanov), a method of studying the socialization of the student's personality (M.I.Rojkov). They describe an elementary student's behavioral experience or suggest how to act in the current situation. It is not always possible to obtain accurate information on the proposed methods, as the primary school student tends to give a socially acceptable response, so the student can be supported by the diagnosis with observational results in a variety of situations.

The cognitive component of the value approach is determined by the degree of completeness, accuracy, and generalization of knowledge about values. For this purpose, questionnaires, surveys, interviews are conducted in primary education. The formation of this component in primary school students has a high rate, which can be explained by the constant replenishment of knowledge for the content of educational activities of primary school students.

The complexity of the formation of a value approach is that complementing the cognitive component, mainly using verbal

methods, allows adults to try to show students only that level of value. However, the reader often tends to act ethically correct, relying more on the emotional-evaluative side of the relationship and not yet realizing the behavior. Therefore, it is very important to correctly diagnose and work with this component, especially in elementary school.

The existence of specific difficulties in diagnosing the emotional-evaluative component of the value-based approach is also reflected in the research of Yu.Savinova. It is important for the researcher to describe primary school students as supernatural, polite, confident, emotional, to describe adults, teachers, parents as an example of behavior, to be an example to them. These psychological features help to develop value relationships, but "hinder" the assessment of the formation of the emotional-evaluative component.

Given that primary school students' attitudes toward the teacher reflect the teacher's attitude toward them, in the next phase of our study, we used the "Stories" methodology to determine the teacher's relationship with the teacher to explore its emotional-evaluative component.

Primary school students were invited to listen to three stories about the teacher developed by us ("My Teacher", "Kind Teacher", "Demanding Teacher"). Before reading each story, students' desire to listen and discuss stories about the teacher was noted. At the same time, not only a positive answer to the question, but also an active perception of the event, as well as active participation in its discussion were taken into account. Also, the "Teacher Selection" methodology used in the study not only revealed the student's readiness to engage in practical activities in the selection of the teacher and the stability of the emotional response to the activity.

Table 1 Qualitative description of the level of manifestation of the emotional-evaluative component of a valuable attitude to the homeland

Name of levels	A description of the levels of manifestation of the emotional-evaluative component of a valuable attitude towards the homeland
Low level	Demonstration of a sharp negative attitude to the discussion of the concept of "homeland", unwillingness to participate in the discussion, poor explanation and evaluation, inconsistency in the expression of feelings.
Below average level	Situational manifestations of a desire to discuss, an attempt to stimulate a reaction, a refusal to communicate, a refusal to evaluate the actions and behaviors of the protagonists, the poverty and stereotypes of the images
Average level	Often a positive attitude to the discussion, an expression of interest and desire to discuss the situation, but the instability of thoughts, the instability of the emotional direction in relation to the meaning of the events under discussion.
Above average level	In the context of a conflict of different views, there is an adequate emotional response to the participants' statements, a stable expression of positive emotions, the ability to motivate the choice of response, the richness and brightness of the images
High level	Desire and positive attitude to the topic under discussion, the stability of the expression of emotions, the brightness, the ability to explain the assessment of events, the stability of their position in the conflict, the manifestation of adequate external reactions, the richness and brightness of images

It is also important to know what proportion this component, which studies the emotional-evaluative component of the value-based approach, should occupy in them, since all three components (cognitive, emotional-evaluative, and motivational-behavioral) must form an equally valuable relationship. The correct diagnosis and interpretation of the manifestation of the studied component and the value relationship requires professionalism from the teacher to a lesser extent than the

organization of the process of cultivating the value relationship in general.

On the basis of our research on the diagnosis of a valuable approach to "Self", "Teacher", "Homeland" with primary school students, the peculiarities of the relationship between students were identified. In particular, the diagnostic work on the study of valuable approaches to "Self", "Teacher", "Homeland" showed that students do not have a sufficiently formed valuable relationship with each of them. In particular, it was observed that no strict mechanism was formed in the relationship with oneself and the teacher.

Values begin to take shape from the time of elementary school learning, through their perception of social life objects and events that are important to them. The formation of value orientations in primary school students goes through the stages of knowing the world of values, understanding values, determining the relationship of values. During this period, the reputation of the teacher among the students is of great importance. Therefore, the pedagogical activity of the primary school teacher should be in accordance with the principle of continuity of moral education in the family, school and society. This means that the primary school teacher must be able to diagnose the formation of value concepts and value orientations in students, and apply positive influence mechanisms when necessary. The teacher's work on applying a personal value approach in shaping value orientations in primary school students can yield the expected results.

The results of an empirical study of the value orientations of primary school students showed that most of them had an average level of formation of ethical ideas. Only 10 percent of students prioritize spiritual values such as respect, honesty and help for people. Reflexive diagnostics of the formation of value orientations showed that among the terminal values, entertainment and well-being, as well

as family well-being and health were the leading values. The happiness of other members of society ranks last in the hierarchy of values. Recognition of education and success is moderate, which is of particular concern because it is the leading type of activity in which a person's neoplasms form at a certain age. In our view, students' value orientations need to be coordinated because they are more concerned with meeting needs than with the formation of spiritual, moral, or aesthetic values.

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