



THE ROLE OF THE FAMILY IN THE FORMATION OF PERSONAL VALUE IN TEACHERS AND STUDENTS IN PRIMARY SCHOOL

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Received: 11 th August 2021	This article describes the role of the family in the formation of a personal value approach in primary school teachers and students, the diagnosis of personal value approach skills in primary school teachers, as well as exercises to improve the personal value approach and ways to apply them.
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The highest product of family-human thinking. After all, this small place not only gives meaning and benefit to our lives, but also plays an important role in the development of society and the development of the country. At the same time, harmony and harmony in the family form in the consciousness of a person such high human qualities as love of life, devotion to the profession, respect and attention to others. A healthy environment is one of the most important factors in the upbringing and development of children who are able to work for the country and be able to serve the people. Therefore, ensuring the stability of families in our country, its material and moral support has been identified as one of the priorities of state policy.

All human qualities and values are formed first of all in the family, on the basis of family relations. So, it is no exaggeration to say that the foundation of a personal value approach in primary school teachers and students is first created in the family. All the realities that are recognized as values in the family are polished and perfected throughout human life. Also, the system of values formed in the primary school teacher is of special importance for the formation and strengthening of students' values during his activity. Because in the imagination of an elementary school student, the teacher is the most intelligent, wise, ideal, omniscient, truthful person.

There are some peculiarities in the formation of the values of the valuable relationship between the primary school teacher and students. It should be noted that in the formation of the characteristics of personal values of primary school teachers and students, attention is paid to the behavioral experiences in their activities, the normative levels of emotional and cognitive characteristics in the process of activity.

In our research on the methodology of improving the personal value approach in the process of improving the literacy of primary school students, a survey was conducted to determine the level of skills and competencies in the personal value approach in primary school teachers. The survey included the following five questions:

1. Important for you in the learning process:
 - a) interests of the student,
 - b) mastery of educational material,
 - c) attendance
2. If a student does something else in class, do you think:
 - a) The teacher is not interested
 - b) the student is mentally weak
 - c) without student education
3. What qualities do you think a teacher should have?
 - a) tolerant, sincere
 - b) knowledgeable, skilled
 - c) demanding, strict
4. What do you do when students argue in class?
 - a) I calm them down and reconcile them
 - b) I warn and exhort
 - c) I will punish
5. In dealing with students, what do you consider first:
 - a) morality, ability
 - b) study and mastery
 - c) marital status, parental status

According to the survey, primary school teachers gave 3 points to the answers "a", 2 points to the answers "b", 1 point to the answers "c" and the results were evaluated according to the following criteria:

1. 15-11 points high level of personal value approach;
2. 10-6 points average level of personal value approach;
3. A points of 5 or less is a low level of personal value approach.

Based on our diagnostic research, it was found that some primary school teachers do not have sufficient skills and competencies in the personal value approach. Given the high level of human dignity in today's society, the fact that man is the flower of society, as well as the fact that man is the highest value in our society, it is required that primary school teachers have a high level of personal value approach. Based on our feedback, we conducted developmental sessions with the primary school teachers who participated in our study. Our goal was primarily to improve the personal value approach in primary school teachers and to influence the formation of students' personal values and increase the effectiveness of education by applying the new skills and competencies formed in them in the educational process.

For the organization and conduct of pedagogical and psychological development classes, the following tasks were identified in the implementation of the work, focusing on a number of criteria specific to the formation of value relationships of primary school students:

- Development of the program and the scenario of carrying out pedagogical and psychological developmental lessons on formation of personal-value relations in primary school teachers and pupils;
- Development of the content of developmental training and the organization of conditions for their implementation;
- to determine the sequence of age-specific developmental games of students and to ensure the formation of skills.
- Monitoring of changes in the relationship between teacher and students in the classroom;
- Comparison of the results of identifying and formative research on value relationships in primary school teachers and students after pedagogical-psychological developmental training.

During the developmental sessions, it was noted that such factors as leadership and understanding of the valuable attitude of primary school teachers and students to "Self", "Teacher", "Homeland" are leading. We found it necessary to use training sessions to determine the reliability of these cases, which will help to form the pedagogical and psychological features of the valuable attitude of primary school students. Each role is a specific task of the game, in which students, along with the positive aspects of their performance, change emotional states, inability to adequately comprehend the information provided, shallow imagination, slow rise in the level of value relationships, especially those that confirm them. It was observed that value relationships were formed after supportive motives were given.

The results of our diagnostic and developmental research (Table 1) on identifying and improving the level of skills and competencies in the personal value approach in primary school teachers showed the effectiveness of the developmental trainings organized by us.

Table 1
The dynamics of personal value approach levels of primary school teachers

Indicators <i>n=68</i>	At the beginning of the experiment		At the end of the experimental test	
	Number	Percent	Number	Percent
15-11 points personal value approach is high	20	14,5%	28	41,17%
10-6 points personal value approach is secondary	23	69,0%	32	47%
5 and less points personal value approach is low	25	16,5%	8	11,7%

During extracurricular activities with primary school students, teachers can recommend the following exercises to use in shaping students' personal value relationships:

Exercise "Personal qualities".

The purpose of the exercise is to form a valued attitude towards oneself in primary school students.

The course of the exercise is called "Personal qualities", in which the student has the opportunity to freely interact with others, to express their views on their personal qualities. In the game, each student introduced himself or herself by saying his or her name and favorite trait for himself or herself clockwise. For example, Aziza is smart, Soxib is polite, Abdusatator is hardworking, Adiba is honest. In this exercise, an opportunity is created for the formation of a valuable attitude towards oneself, which is followed by the manifestation of the primary personal value relationship.

Exercise "Appreciation".

The purpose of the exercise is to ensure that primary school students understand values and to form attitudes.

Course of the exercise: In the exercise "Appreciation" each participant is given 3 numbered cards, the first card is given a self-representation, the second card is a teacher's representation, the third card is given the most valuable 3 words to represent the Motherland. Students will be asked to explain why they wrote these words on the cards after completing the task.

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