



HUMANITY IN PRIMARY CLASS STUDENTS' PRIORITY PRINCIPLES OF CHARACTER FORMATION

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<p>Received: July 11th 2023 Accepted: August 10th 2023 Published: September 14th 2023</p>	<p>In the processes that represent human activity, certain principles take precedence. Being the leading ideas for ensuring the success of the relevant process, the principles allow us to correctly determine the direction of activity, rational assessment of opportunities, identification of influencing factors, ensuring unity of purpose and result, impartial evaluation of results. For this reason, the principles that acquire priority in the organization of pedagogical processes are determined. The article highlights the priority principles for the formation of humane qualities in younger students and their essence.</p>
<p>Keywords: Students, primary school, primary school students, humanism, humane qualities, formation, principles, principles of priority.</p>	

Primary education is a favorable period for the formation of humanitarian qualities in students. During this period, as a consistent continuation of preschool education, students get acquainted with socially important spiritual and moral standards, and begin to understand their advantages for both the individual and the society. It is during the period of primary education that students develop a sense of responsibility in connection with their learning activities. This feeling is gradually strengthened by involving elementary school students in household chores in the family and socially useful work in the educational institution. In addition, due to the acceleration of the globalization process, the promotion of destructive ideas that do not correspond to national values, even radical groups, including economically developed countries, as "democratic principles", which are extremely contrary to national approaches to education, and the increasing desire to acquire individual consciousness, elementary school students familiarization with general humanitarian ideas, which have been formed and recognized over the centuries, acquires a special relevance.

For this reason, it is desirable to develop a carefully based mechanism for the formation of humanitarian qualities in primary education students. In order to fully understand the essence of the research problem, it is necessary to get acquainted with the meaning of the basic concepts and phrases - humanitarianism, humanistic virtue, formation of humanitarian virtue, formation of humanitarian virtue in elementary school students.

From the point of view of ontogenesis, the concept of "humanitarianism" entered the Uzbek language from Arabic and Persian-Tajik languages, and was adopted as a combination of Arabic "inson" ("man"), Persian-Tajik "parvar" ("care") and the suffix "lik". . In terms of meaning, this concept in Uzbek means "taking care of a person", "raising a person", "educating a person", "having a positive attitude towards a person".

From a lexical point of view, humanitarianism is "struggle for the full manifestation of the value of a person, his freedom, abilities, striving to ensure human happiness, equal rights, fair life, creating conditions for the manifestation of all the principles of humanity" [Must, -69-b .] means.

In the actions of a humanitarian person, who embodies the qualities of humanity, there are cases of kindness and care for others, treating them with respect, showing diligence, liking them, promoting good ideas among them, and caring about them. A humane person always rushes to help and supports them when he can. Treating others with hatred, depression, lack of vision, depression, jealousy, injustice it is a vice that is contrary to the behavior of a humane person. The virtue of humanity is an individual quality, a good behavior that expresses respect for each person as a value, respect for his honor, pride, honor, value, and rights. The formation of humane virtue is an individual characteristic of treating each person as a value, respecting his dignity, pride, dignity, and rights, the pedagogical content and process of specific purposeful activities aimed at educating good behavior. The formation of humanitarian virtue in primary school students is to teach primary school students to approach each person as a value, to respect their dignity, pride, dignity, rights, taking into account their age and individual capabilities, their unique psychological characteristics. content and process of targeted pedagogical activity. This process acquires a systematic, integrative, complex character. In order to organize this process successfully, as expected, it is required to work based on certain principles. Based on scientific research on the research problem, familiarization with the relevant literature, theoretical analysis of the ideas put forward in them, it was believed that work based on the following principles will allow to achieve the expected result in the formation of humanitarian virtue in elementary school students: systematic, integrative, comprehensive, polysubjective approach, interactivity, corporatism, empirical

approach, problem approach, vitagen approach, axiological approach, anthropological approach [Osad, 465], technological approach [Axverd, 309], cultural approach, ethnopedagogical approach, stepwise approach, competent approach, synergetic approach. The organization of pedagogical activity directed at a single goal on the basis of a large number of principles means how complex, conflicting and responsible the process is. What is the importance of the principles mentioned above in the formation of humanitarian virtue in primary school students? At this point, the importance of the principles in ensuring the effectiveness of pedagogical activity is discussed: the principle of systematicity - represents the continuous, step-by-step continuation of teaching on topics that promote humanistic ideas in the educational process, which lasts from the beginning of the first grade to the end of the fourth grade, solving specific tasks in each academic year;

the principle of integrativeness - organizing the educational process based on the didactic possibilities of the subjects taught in primary grades ("education", "the world around us", "technology") helps to effectively form the virtue of humanity in students; the principle of comprehensiveness - it is possible to successfully form theoretical and practical knowledge of humanitarianism in students by achieving unity between education and training processes, ensuring the consistency of pedagogical activities; the principle of polysubjective approach - in the "Education" lessons, it is possible to achieve joint communication of a large number of subjects - students, by organizing dialogues between them on the topic of humanitarianism, they can be educated as real humanitarians; the principle of interactivity - it is desirable to increase educational activity among students when completing educational tasks on the topic of humanitarianism, because through this, they will develop the skills of working in pairs, groups and teams, as well as mutual closeness, friendship and friendship will be established; the principle of corporatism - as a consistent continuation of the principle of interactivity, means the mutual cooperation of educational tasks by students; the principle of an empirical approach - actively involving elementary school students in completing educational tasks consisting of problematic situations with a humanitarian content provides an opportunity for them not only to acquire relevant knowledge, but also to be able to demonstrate it in practice; the principle of problem approach - analysis of problem situations representing the humanistic actions of a person, effective mastering of the skills of behavior in such situations by students indicates that a humane person is being educated; the principle of the Vitagen approach - the acquisition of skills that require mutual love, consequence, help, support by students on the basis of personal experience guarantees the achievement of the expected pedagogical result. the principle of axiological approach - humanitarian ideas have both a national and universal character, and have been recognized as a unique and important value in the historical development of humanity, therefore it is appropriate to familiarize students with them; the principle of the anthropological approach - not only biological, but also social factors play a special role in the development of a person; therefore, it serves to introduce elementary school students to the content of human approaches to the individual in complex historical, racial and ethnic processes, and also to express the need to achieve mutual balance between their physiological and social development; the principle of the technological approach - the consistent, organizational-methodologically rational organization of the educational process in the "clear goal - guaranteed result" system ensures the correct implementation of the educational activities of primary school students, as well as their opportunity serves to direct to a single goal; the principle of cultural approach - the influence of the stages of the development of personal history on the development of the society and the maturity of the individual, ensures the clarification of the importance of humanistic knowledge accumulated in different cultural periods for today; the principle of ethno-pedagogical approach - in the formation of cognitive and empirical knowledge of humanity in elementary school students, the role of examples of folk art, in particular, children's folklore, is incomparable, therefore, their use in the process of forming the virtue of humanity in elementary school students helps to enrich the imagination of students in the appropriate direction; the principle of a step-by-step approach - the acquisition of theoretical and practical knowledge of humanitarianism by elementary school students cannot be achieved in one school year, moreover, the number of concepts related to humanitarianism by them requires a multi-year period of education for their effective mastery; the principle itself expresses this aspect; the principle of a competent approach - the level of professional competence of elementary school students, the ability to use it purposefully in the educational process creates a wide opportunity for the successful formation of humanitarian virtue in students; the principle of synergetic approach - in the formation of humanistic virtues in elementary school students, educational subjects - family, school, additional educational institutions, and social spheres that promote humanistic ideas guarantee the expected results, therefore, gathering their educational opportunities at one point in the course of a specific goal-oriented education, Pedagogical activities require mutual cooperation.

Thus, the formation of humanitarian virtue in elementary school students is a systematically organized pedagogical process, and the effective course of this process depends on the priority principles on which it is based. Based on the analysis of the cognitive and empirical nature of the process of formation of humanitarian virtue in elementary school students, it was confirmed that its basis on the following principles can guarantee the expected results: systematic, integrative, comprehensive, polysubjective approach, interactivity, corporatism, empirical approach, problem approach, vitagen approach, axiological approach, anthropological approach, technological approach, cultural approach, ethnopedagogical approach, staged approach, competent approach, synergetic approach. Each of the mentioned principles is of particular importance in researching the problem and organizing pedagogical activities

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