



## PRIMARY EDUCATION TEACHER AND STUDENT TEACHING ACTIVITIES AND SYSTEM OF PERSONAL VALUES

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 26 <sup>th</sup> May 2021	It is known that the development of our country depends in many respects on the radical reforms in the system of continuing education, the purpose of which is to make significant qualitative changes in the field of education and achieve high efficiency. This article discusses the value orientations of teaching and educating primary school teachers, preparing them for life and social work.
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The system of value orientations is the most important characteristic of a person and an indicator of his formation. The level of development of values, the peculiarities of their formation, allows us to judge the level of development of the individual, his integrity and stability "performs the function of the stability of his values."

Determining the ways of its formation, including the confirmation of an active social position, depends on the disclosure of the characteristics of the development process and the influence of value orientations that form part of the content of personality traits.

Therefore, in recent years, the conditions and laws of development of value orientations in children of different ages have been studied. However, determining the nature of dynamic changes in the direction of values is not possible without taking into account the multifaceted and multi-stage process of their formation.

The study of this process requires special attention to the main moments of the formation of value orientations associated with the transition periods of ontogeny, the age-related developmental boundaries of the individual, primarily the emergence of new value orientations, as well. there is a qualitative change and restructuring based on new needs, feelings, interests, and secondly, the characteristics of the values of the previous age.

The regulated nature of the process results in the development of ethical knowledge and ethical relationships in the young learner as a result of the systematic performance of compulsory learning tasks. Educational activities are a leader in the primary school age, providing the acquisition of knowledge in a particular system, creating opportunities for students to master techniques, various mental and ethical problem-solving techniques.

The teacher plays a priority role in teaching and educating school children, preparing them for life and social work. The teacher is always an example of ethics and a commitment to work for the students. A distinctive feature of the process of moral education is that it must be considered long-term and continuous, and its results delayed in a timely manner.

The values that are the most important regulator and manager of the behavior of primary school students largely depend on the nature of the activity in which a person participates and changes throughout his life.

The small school age creates additional opportunities for the effective development of values characterized by high emotional characteristics, sensitivity to external influences, a world of positive values manifested in all types of activities: focus on learning, play, work and other activities. In the research of S.M. Dargujieva, E.K. Abdiraimova aimed at learning and developing the values of primary school students, developmental programs have been shown through well-founded research that they allow students to develop values positively..

All age-specific behavioral and activity changes in primary school students serve as factors in literacy growth. Literacy is an external (physical: writing, reading, homework and other educational tasks, assignments, ..... process of formation of skills) and internal (mental: perception, cognition) in activities and behaviors that allow to achieve a specific goal related to learning , recall, recall, recall, feel and understand novelty, inner speech) requires change.

Literacy growth in primary school students is not a passive process, but a process that takes place with the active participation of the student and the teacher.

The system of values, as a separate form of human values, has a subjective character, determines the orientation of the individual and gives content to his activities. A system of superior values determines a person's ability to make important decisions and behaviors throughout their life. Primary school age is an important period of human development. Learning activities lead in student mental development. When a child goes to school, he or she acquires the social status of a "student," enters into new social relationships, and not only his or her learning activities, but also his or her personality and behavior are assessed.

Child values are initially formed in the family, under the influence of adults, while in primary school students the formation of the value system continues under the influence of the school where the child spends most of his time. A child's values are reshaped, influenced, and emotionally perceived by them in the process of communication with adults, compared to social values, reinforced, and developed.

In the process of researching the problem, along with the family, educational institution and other influences in the formation of values of primary school students, it became clear that the teacher's personal pedagogical and psychological characteristics, including the value system, are of particular importance. In this context, we are committed to exploring the strengths of terminal and instrumental values in primary school teachers.

The value orientations of primary school students are directly related to the value orientations of primary school teachers. It is as a person and a specialist that ensures the entry of the younger generation into the world of culture, social relations, acquaints children with the spiritual heritage of the past and the latest achievements of human civilization. The value orientation of the teacher's activity is reflected in the educational results of the activity of primary school students. Determining teachers' value orientations using empirical research allows for the formation of a modern primary school teacher's reputation, priorities, and less important areas.

From the point of view of the well-known pedagogue and psychologist V.A. Slaven, value is a structure consisting of material and objective properties of things and events, psychological features of a person, events of social life, positive and negative values for a person or society.

Another researcher, A.A. Gritsanov, points out that value orientations largely shape the attitude of the subject of activity, which determines the direction of activity. Values are elements of the internal (dispositional) structure of an individual, these processes of socialization and social adaptation are formed and established by the life experience of the individual and distinguish what is important, significant or insignificant for a particular person.

Values are considered by V.A. Yadov as an independent component of pedagogical activity, they are the basis of human consciousness, around which thoughts and feelings are gathered, and it is this hierarchy that influences the expansion of vital interests. Therefore, the teacher's professional value orientation is considered as a subject that meets his highest social needs for self-development and self-expression, and its development affects the teacher's self-esteem and serves as one of the main indicators of a teacher in pedagogical activity. In addition, experts civic responsibility areas of professional value in the activities of teachers; as an indicator of social maturity manifested through professional ideals and humanity.

As E.A. Rudenko wrote, the highest value of upbringing is the personality of this child. However, it is necessary for the teacher to liberate himself, to change his way of thinking and acting, so that this value enters the mind of the teacher, into his system of personal instructions. And this is due to the manifestation of new thinking, which cannot be ensured by improving skills and abilities or by developing and incorporating new experimental programs and the most modern technical means into the learning process. So this is exactly what happens with the teacher's personal value system.

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