



MODEL OF PERSONAL VALUE FOR PRIMARY SCHOOL LITERACY LESSONS

Dilfuza Shabbazova

Teacher of TerSU

dilruz-73@mail.ru

tel: 97-553-67-73

| Article history: | Abstract: |
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| Received: 10 th March 2022 Accepted: 10 th April 2022 Published: 20 th May 2022 | This article is written about a model of personal value approach to elementary school literacy classes. The formation of a valuable relationship experience in teachers is a key component of pedagogical activity. In the process of raising the literacy of primary school students, every teacher should first and foremost introduce students to national and universal values. |
| Keywords: values, upbringing, behavior, personality, conflict, learning activities, psychological and pedagogical. | |

INTRODUCTION. The learning process is an activity that takes place through the effective collaboration of interrelated teachers and students. In this process, the development of the personality of the primary school student, his knowledge, skills and upbringing are directly involved. In the process of teaching, the teacher conveys the essence of the topic to the primary school students through lessons. As students master the topic and gain skills, they will be able to put it into practice. In the process of learning, several areas of personal development of the student are used, based on specific differences in the development, processing and implementation of the studied resources. Also, in this process, teaching and educational issues are addressed in the form of cooperation between teachers and students in the classroom, independent work of students, extracurricular activities[8].

In the organization of interrelated educational activities in the primary grades, the characteristics of the development of the student's personality are based on the following criteria:

- strengthening the motivation of the student to achieve as a priority of the individual;
- Strengthen the student's conscious control over their behavior and activities;
- self-assessment and assessment of the level of requirements;
- to teach them to know their existing abilities;
- training to work; the emergence of social motives that are satisfied in relationships with adults and their peers;
- increase in knowledge, deepening, development of skills and abilities, growing interest in the traditions and values of local and other peoples.

LITERATURE REVIEW. Because an integral part of a teacher's pedagogical activity is the spiritual and moral formation of the younger generation. According to such scientists as JG Yuldashev, S. Nishonova, O. Musurmanova, BB Mamurov, VA Petrovsky, the forms of spiritual and moral education, methods of teaching, views are unique to the life of the country. develops in relation to the requirements, but is also directly related to the values, customs, political process of the society, the professional activity, views and social experience of the teacher[13].

Analysis and results. The teacher's attitude to national and universal values, his relations with others and students, as well as the pedagogical culture formed in him, play a special role in shaping the experience of value relations in students. Students have a variety of pedagogical perspectives in shaping valuable relationship experiences. At the same time, it is recognized that the experience of a valuable relationship ensures the spiritual maturity of students[7].

The teacher-student relationship, which has a special place in the history of our people, is to be tolerant of others, to listen and accept their opinions, to support vital ideas, to strive for goodness, to do good deeds. are manifestations of an important personal value approach that is rooted in the social experience of the Uzbek people.

In order to form a valuable relationship experience in students, it is necessary to distinguish a certain set of views, integrity, type of relationship. Valuable relationships are first established between children and parents, between students and teachers. The purpose of spiritual and moral education should be based on the formation of a valuable relationship experience in students.

Value orientations combine indicators of teacher interests, needs, attitudes, and professional activities. The outcome of a teacher's experience determines his or her future activities and behavior. Any idea, as part of a personal experience, must first be borne by the teacher. If a teacher does not have a personal value relationship experience, he or she will not be able to create that experience in students[9].

In the primary grades, learning, play, work, and leisure are the leading activities. As a unique opportunity for the process of continuous spiritual education in the primary grades: the formation of personal and moral qualities of the child in the process of these leading activities; broadening the understanding of a culture of life safety; broadening the understanding of the choice of profession and the role of professions in society, the formation of a conscious attitude to work, explaining its role in human life; encourage the desire to express oneself in activities that are encouraged by adults; strengthening motivation for success; teaching self-esteem; increasing the impact of relationships with peers; the combination of national and universal values in the study of national values; involvement in like-minded associations[14].

The purpose of education in the analysis of scientific literature is to develop the skills and abilities to use its opportunities correctly, appropriately and clearly, to develop students' logical thinking, to increase communication, to inculcate nationalism and national education in the minds of students. the use of values and traditions in upbringing, the formation of the qualities of perfection in the individual[10].

An individual's behavior is an important indicator of his or her uniqueness. The student's external behavior does not allow him to make a comprehensive judgment of his internal state. According to MM Bakhtin, a person is not a subject of behavior, but a subject of a system of behavior. Scientific approaches to the activities of the individual are the basis for drawing theoretical conclusions about the need for a holistic analysis of them.

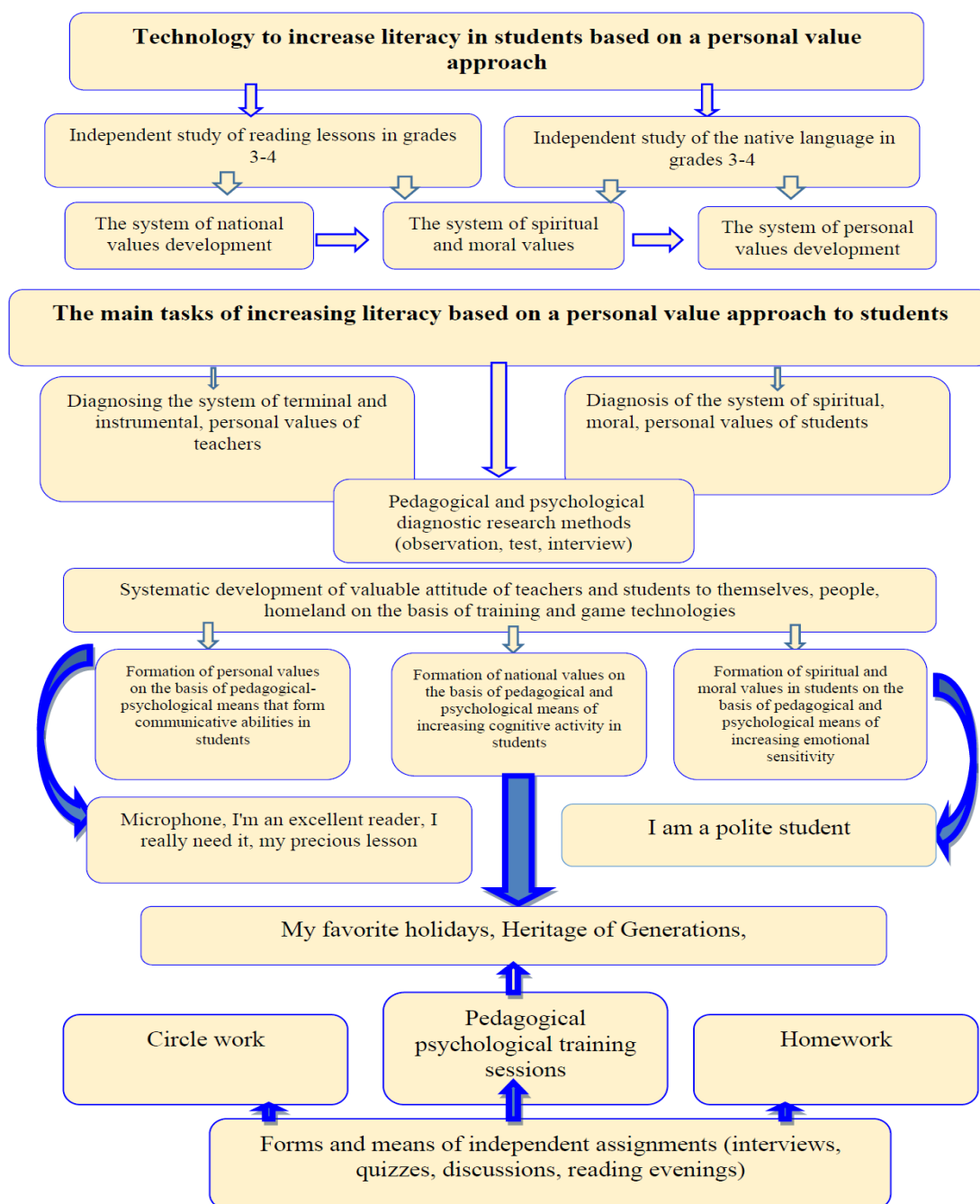


Figure 1.1. A technological model for increasing literacy in primary school students based on a personal value approach

In the technological model of increasing literacy in the primary school on the basis of a personal value approach (Figure 1.1), the main focus is on students in grades 3-4 and independent of native language lessons: national, spiritual, moral and personal values. focused on shaping. According to the model, this process is carried out in three stages.

In the first stage, the system of terminal and instrumental, personal values of teachers is diagnosed in primary school teachers through pedagogical and psychological diagnostic research methods (observation, testing, interviews). In our research, the main criterion is that the formation of values in primary school students depends on the superior values of the teacher. At the same time, primary school students are diagnosed with the formation of a system of national, spiritual, moral and personal values[10].

The second stage is aimed at the systematic development of valuable attitude of teachers and students to themselves, people, the Motherland on the basis of training and game technologies. based on a personal value approach with students:

- The formation of personal values in students on the basis of pedagogical and psychological means of forming communicative abilities;
- Formation of national values on the basis of pedagogical and psychological means of increasing the cognitive activity of students;
- The formation of spiritual and moral values on the basis of pedagogical and psychological means of increasing the emotional sensitivity of students.

In the formative stage, "Microphone, I'm an excellent student, I really need it, my precious lesson"; "I am a polite student"; In the areas called "Holidays I like, the heritage of generations" will be organized clubs, pedagogical and psychological training, homework[15].

Conversations, quizzes, discussions, reading nights, etc. are used as forms and means of independent assignments.

Today, an innovative approach to teacher education is required. This activity combines 3 important components: independent thinking, a process based on creativity, and value-based activities based on inclination. While education is seen as teaching students to think independently, it manifests itself as a subject of spiritual development. During his pedagogical activity, the teacher should be well aware of the values, be able to analyze their spiritual and educational potential. Particular attention is paid to: a) knowledge of the values associated with socio-ethical norms; b) have mastered situational, functional approaches tailored to the purpose of the pedagogical activity; c) understanding the nature of the teacher's personal and professional interests, professional activities, and approaches that determine his or her experience[11].

One of the great sages said, "... if you live with worries about the future, teach your children well." It is safe to say that the reforms being carried out in the education system of our country are not really aimed at achieving results in one or two years or in a short period of time, but in fact they are changes that will last for several hundred years. It shows that our President cares about our future, our future generation, and that all the children of our country are my children, that they should be stronger, more educated and, of course, happier than we are[1-22].

The model of organizing a personal-value approach to primary school literacy consists of three blocks, the first of which, the "Targeted Information Block" identifies the process of increasing literacy and the needs of society; the differences and advantages of the traditional and personal value approach on the four amazons as the driving forces. The main goal of the Targeted Information Block is to increase the literacy of primary school students based on a personal value approach[12].

The second "Content block" of the model describes the forms of implementation of a personal value approach to the process of literacy in the classroom and in extracurricular activities, in which the main forms are the student's personality, learning activities, personal values, 'yin activity, teacher activity is shown.

The third "Result Block" shows the four criteria for the value attitude of primary school students to literacy, the formation of a literate student on the basis of four levels of literacy of primary school students.

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