

## Analysis of the Level of Valuable Approach to Primary Class Students

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### ABSTRACT

*The article emphasizes the importance of the personal-value approach in the formation of value relations and literacy of primary school students.*

### INTRODUCTION.

Preserving our centuries-old values, studying the invaluable heritage of our ancestors who made a great contribution to the development of world science and culture, and educating young people as perfect human beings based on it is one of the important conditions for ensuring a stable socio-spiritual environment in society. . President of the Republic of Uzbekistan Sh.M. Mirziyoev "Neither a state nor a society that does not rely on the achievements of modern science and innovative ideas has no future" [2], "If we do not create conditions for our youth, others will create conditions, if we do not educate , others will teach"[1] - one of the necessary and priority directions for primary education is updating the content of education, modernizing, improving the lesson based on innovative experiences and ideas, and using scientific and innovative technologies. justifies the necessity of transition.

Today, pedagogues, like all experts in the field, are concerned about the revolutionary changes and their effects that are happening in all aspects of life, which do not exclude the field of education. Today, we all realize that relying on the ideas of the need to re-educate students based on the methods of education that have been tested for centuries does not allow graduates to successfully adapt to modern society.

### LITERATURE ANALYSIS AND METHODS.

The ratio of external control in the behavior of elementary school students is characterized by their gradual change in favor of internal regulation. From the point of view of the development of human subjectivity (E.I. Isayev, V. I. Slobodchikov, etc.), elementary school students enter the stage of personification, in which, in the process of changing the most characteristic features of an individual student, in his behavior related to the content of self-awareness - self-concepts ("I am a figure",

personal value) are formed [5], [6].

Internal position (L.I. Bojovich, L.S. Vygotsky, etc.) and other characteristics of age represent the "social competence" symptom complex of 7 age crises in a generalized form (N.I. Ganoshenko, T.V. Yermolova, S.Y. Meshcheryakova). It is characterized by simultaneous projection into three spheres of personal relations: to oneself, to others, and to objective activity. During this period, the spiritual and moral development of a person, "the consistent 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 moral ideals, the attitude towards oneself, other people, society" serves as the basis for its formation. Therefore, in primary education, it is important for the teacher to create psychological and pedagogical conditions for students to accept values based on personal relationships and increasingly stable behavior.[3]

The psychological interpretation of the concept of "value" is closest to the essence of spiritual and moral development, "life position" (A.I. Bojovich), "meaning" and "personal meaning" (A.N. Leontiev), "psychological relations" ( V. N. Myasishev) includes concepts. According to L. S. Vygotsky, personal development is a process related to the acquisition of cultural values by a person. That is, through internalization, the system of meanings and meanings that appear in relationships between people later "become" a person's mind. A person's relationship is a conscious, selective, experiential psychological connection between him and someone or something, expressed in his actions, reactions and experiences [4].

According to the definition of the researcher N. E. Shurkova, the value approach is a preferred relationship in which the subject has a stable choice of the surrounding world with the object, if this object acts in all its social meaning, it is personal for the subject. if it has meaning, it is accepted as something important for society and individual life.[7]

The axiological (value) approach to education affirms a person as the carrier of the main national values, as the highest value approach capable of accepting and implementing absolute values. The logic of formation of moral values (A.V. Kiryakova) includes the following links: search, evaluation, selection and projection (or value actualization in joint activities). Education of attitude to the main national values - Motherland, family, nature, science, work and creativity, art and culture, humanitarianism is included, and this forms the content of modern education.

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

- cognitive component - concepts and ideas about a certain valuable and related aspect of life;
- emotional-evaluative component - experiences related to events, value of events, their evaluation;
- motivational-behavioral component - behavioral readiness for certain social actions in accordance with the experience, abilities, skills, values of actions.[8]

## **RESULTS.**

The degree of manifestation of each of the above components and their interdependence allows to evaluate the formation of a value approach or the degree of its manifestation. The approach to the evaluation of educational results proposed in the new standard of education confirms the need to rely on the three-component structure of the value approach.

The educational results of any activity of primary school students are distributed according to the following levels:

- first-level living, acquisition of social knowledge, primary understanding of social reality and everyday life;

- second-level results - difficulties in diagnosing the emotional-evaluative component of socially significant (positive) development: the pupil's attitude to these objects and events, to the world around him, to his homeland, to work, nature, culture, valuable attitude to oneself, other people, health, etc., to social reality in general;
- the third level - the student accumulates experience in the implementation of socially significant actions aimed at the benefit of the society in which he lives, the student accumulates experience of independent social actions;
- the fourth level - the student's mastering of socially significant activities, which "occurs when this or that socially significant action is performed by the student as an integral part of simpler activities that he has already mastered becomes a motive and independent activity." (Stepanov 2013). Diagnosis of the manifestation of the motivational-behavioral and cognitive components of the value approach. Timely and regular diagnosis of the manifestation of the components of the value attitude. The teacher can assess the quality of the work performed, plan further work, and evaluate the participants of the educational process. allows to coordinate the educational effect. (Vyunova, Podimova, Sergeeva 2016; Kojurova 2015).

The diagnosis of the motivational and behavioral component is the highest indicator in terms of the manifestation of a valuable approach in primary education. The methods that allow to measure its formation are often called cases where the student is confronted 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 "Reflection on life experience" for elementary school students (adapted by N.E. Shchurkova, V.M. Ivanova, T.E. Pavlova, E.N. Stepanov), o "the method of studying the socialization of the pupil's personality (M.I. Rozhkov). They describe the behavior experience of a primary school student or suggest how to act in a current situation. It is not always possible to get accurate information about the recommended methods, because the elementary school student tends to give the socially acceptable answer, so the student should be able to make a diagnosis with the results of observation in different situations. can be supported.

## **DISCUSSION.**

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

The complexity of the formation of a valuable approach is that filling the cognitive component, using mainly verbal methods, adults try to show students only this level of valuable attitude. However, the student often does not realize that he is inclined to act morally and leans more on the emotional-evaluative side of the relationship. Therefore, it is very important to correctly diagnose and treat this component, especially in the elementary school.[9]

The presence of specific difficulties in diagnosing the emotional-evaluative component of the valuable approach is also reflected in the research of Y. Savinova. It is important for elementary school students to be unusual, gentle, trusting, emotional, for them it is important to describe adults, teachers, parents as examples of behavior, they will be an example for them. These psychological characteristics help to develop valuable relationships, but "impede" the formation of the emotional-evaluative component.

In order to overcome these difficulties in diagnostics, it is important to use several methods (better than projection methods) that allow to correctly interpret the reactions and answers of elementary school students; secondly, monitoring the stability of the manifestation of the emotional-evaluative

component and repeating the technique; thirdly, to discuss the obtained results with the students in order to get more accurate information about the student's motivation and emotional state; fourth, to create conditions in which the student wants to give a sincere and open answer, without trying to "find" the right answer when evaluating the manifestation of value relations; fifth, to correlate the manifestation of the studied component with others and with the manifestation of a value attitude in general.[10]

## **CONCLUSION.**

On the basis of the "About myself" composition, which allows us to assess the presence of positive or negative feelings towards oneself, the strength and nature of their manifestation, we can determine the emotional-evaluative component of the student's attitude towards himself. we studied.

Taking into account that the attitude of elementary school students to the teacher expresses the teacher's attitude towards him, in the next stage of our research, we will determine their relationship with the teacher in order to study its emotional-evaluative component. We used the "Stories" methodology.

Primary school students were invited to listen to three stories about a teacher developed by us ("My teacher", "Kind teacher", "Demanding teacher"). Before reading each story, students' willingness to listen and discuss stories about the teacher was recorded. At the same time, not only a positive answer to the question, but also an active perception of the event, as well as an active participation in its discussion, were taken into account. Also, the methodology of "Choosing a teacher" used in the research made it possible to reveal not only the student's readiness for practical activities in the evaluation of the teacher, but also the stability of the emotional reaction to the activity.

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