

VALUABLE ATTITUDE - RESPECT TO EDUCATION

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ABSTRACT

This article discusses some of the peculiarities of forming a valuable attitude towards social reality in primary school students. The author highlights the age and psychological features of the problem.

KEYWORDS: Perception, Imagination, Memory, Thinking, Value, Reality, Social Reality, Attitude, Formation.

INTRODUCTION

If value is separated from the form of social consciousness, such as religion, ideology, art, then its independent meaning is questioned. Because the satisfaction of any need of a person or a society reflects not only material, but also connection with an ideal. The need itself also determines a number of conditions and peculiarities of social life. Hence, value arises as a result of the relationship of man and society to the external world, their internal needs and their relationship to reality. The stability of this relationship is expressed by the term "value orientation", which serves to form the goals and motives of human activity.

Value orientation also encompasses an individual's life experiences and aspirations. That is why value orientation has a specific psychological character, reflecting all the components of the personality structure and the holistic system.

The concept of "valuable institution" is also found in the literature on pedagogical axiology. Although most authors use the terms "value orientation" and "value setting" as synonyms, M. Rokich was one of the first to distinguish between them. According to the American scientist, the institution can be considered as a set of beliefs, beliefs formed over a long period of time, which are reflected in the subject's attitude to a particular object (concrete or abstract, personal or social) or situation [1]. Thus, orientation reflects the harmony of the individual with the norms of society and human needs, while the value setting reflects the individual's readiness to implement this system of relations in practice.

According to B. Khodjaev, a researcher in the field of pedagogical axiology, a person's understanding of his inner position and readiness for practical work in relation to specific values determine the essence of a valuable institution. Instability manifests itself as a set of cognitive (knowledge, information) and affective (emotional, emotional) components that reflect the state of readiness of a person for a specific activity [2, p. 17].

The activation of the age-related aspect of value formation plays an important role, especially in the small school age. From the time they go to first grade, children's attitudes toward reality change radically. The elementary school student begins to show more creativity in the process of formation of attitude to reality, in which the voluntariness of mental processes is formed, the plan of internal actions is strengthened, there is a reflection of their work and actions. These features, according to D. Feldstein, lead to the need to be recognized by those around them by the age of 9, by activating the system of interactions with them, as well as by socially approved activities that

were previously unusual. These changes lead to a qualitatively new stage of personal development in the context of the system of "I and society" [3].

Early school age is a sensitive period of assimilation of social values (L. Vygotsky [4], L. Kolberg, E. Erickson [5], etc.) and, as a result, subsequent pedagogical work with them, as well as further development in a certain stage of ontogeny will be the basis for. Given that the primary school student is very interested in cooperation and collaboration, and the system of "teacher-child" relations is in fact the basis of his school life, the prospects of pedagogical interaction should be considered in terms of value systems and value relationships, as well as the culture of relationships at this age.

Materials and methods

These features of a certain age have long been the object of study of pedagogy in the acquisition of theoretical and practical knowledge. At the same time, in the modern system of primary education, the main focus is on only one aspect of the child's personal development, namely, knowledge (intellect). In line with the activities of small school students to assimilate social reality and form valuable attitudes towards it, as a rule, there are only some scattered elements of this process within the framework of eclectically organized activities. This is explained by the fact that at the current stage of development of society, the main educational functions are assigned to the family, and the educational organization, in essence, provides educational services that cause the above-mentioned "shortcomings" in educational activities.

The activation of the culture of relations between children of primary school age in the educational institution is an integral feature of the moral and psychological state of personal development. This indicator is determined by the extent to which the child has formed socially positive patterns of interpersonal comprehension and interpersonal skills and the level of success. Practical consideration of this feature is the implementation of educational work aimed at developing a culture of interpersonal relationships in order to develop the ability to work with young school-age children, mutual assistance, caring for others, caring, managing and managing aggressive situations, resolving conflicts in a humane, non-confrontational way. means.

In the process of forming a culture of interpersonal relationships in primary school students, great importance is attached to the teacher's personality, as it is his responsibility to create conditions for a favorable environment for cultural and personal development by encouraging cooperation between educational institutions (families and schools).

A meaningful aspect of the formation of a value relationship in young school-age children is the system of attitudes to important objects and events of this reality, which is formed and strengthened in the learning process due to the active participation of the teacher. The basis of this process is morality and existential values. Thus, in the formation of value relationships in children of primary school age, the following are of paramount importance: man and all humanity, nature and life, labor and education, homeland and family. Disclosure of educational tasks in this regard will help to form the basic national values enshrined in the State Education Standards of Primary General Education.

The effectiveness of a teacher's work in forming a valuable attitude to social reality is determined by his ability to take into account the characteristics of the family (presence or absence of appropriate conditions) and cooperate with pedagogical means in accordance with the nature of the child's existing social relations.

Small school age is an important period in a child's life and in the development of his personality. During this period, children are especially vulnerable to the positive and negative effects of the environment. In this regard, the problem of choosing values is of particular importance, as it is

expedient to show children the right way in the process of forming value relationships in the context of primary education. There is a special need to prioritize this or that valuable area and pedagogical tools. In this case, one of the most common ways to implement this mechanism is to “form an idea of a small homeland (family, neighborhood), as this topic is understandable, figurative and profound, leading to the development of caring and responsible attitude to the homeland. .

Also, a lack of understanding of the value component of the mastered norms is a characteristic of this age group: for a small school student, the outcome of the activity is important, not the motive. That is, the activity itself associated with the fulfillment of this or that requirement by the child is an important element rather than the cause of the moral action. Hence, an action that results in a negative outcome is interpreted as generally negative, regardless of the randomness of the event that occurred.

RESULT AND DISCUSSION

The peculiarity of the process of formation of value relations in students at different ages is manifested through the predominance of certain mechanisms of relationship formation, as well as depending on the value set and the ideal set as a standard. At a young school age, imitation, subjectivity, and empathy predominate in the child, and the child’s perception is largely based on personal perception.

According to T.A. Gello, the formation of axiological consciousness of primary school students is determined primarily by defining the structure, criteria and indicators of axiological consciousness, which leads to a specific selection of sources and tools of folk pedagogy, taking into account the national characteristics of the region [6]. This helps to enrich the mind of the reader with the knowledge of moral and human values in the process of getting acquainted with the cultural identity of different peoples through folklore. It is also important to take into account the basics of valuable interactions within the systems of "teacher - student", "student - student", "teacher - parent", "parent - child". It involves a subjective-free value relationship to the child, supporting and accompanying him, and requires a special level of teacher competence that can not only apply the techniques and technologies of axiological consciousness formation, but also help develop the subjectivity of the small school student’s personality.

In order to determine the process of forming a value relationship to social reality at a young school age, we found it necessary to refer to M. Rokich's classification of values:

- vital values (health, security, peace);
- personal values (freedom and independence, choice and its consciousness, inner peace, self-esteem, aspiration to success, wisdom);
- values of life (comfortable life, joy, active healthy lifestyle);
- Values provided by social reality (equality and equal opportunities, recognition and fair evaluation of actions by society, friendship);
- Values focused on social reality (care for loved ones, understanding of beauty, ability to be willing to help) [1].

By reviewing the listed values in relation to the field of moral development, A.M. Prikhojan identified the sequence of organizing the following activities:

1. To help the student decide on the behavioral skills needed to put the ethical setting into practice, then turn them into micro-tasks and carefully monitor and evaluate their quality.
2. The child's perception of the importance of the effort to perform a particular action in the

manifestation of a valued attitude to social reality, as well as the formation in him of the ability to compare his behavior with moral requirements.

3. Development of a voluntary value attitude to social reality in a small school student [7].

The formation of a child's valuable attitude to the learning process is an urgent problem in this period, in which there is a growing enthusiasm, focus on activity, interest in the results of their work. Reading is a type of activity for young school-age children that has the most successful assessment feature, but in this case not only the results of the assignments but also the efforts made during the whole time should be evaluated.

The most effective way to combat moral rigor in primary school students is to cultivate a value-based approach to the demands placed on them and a deep understanding of reality. In this regard, it is important to emphasize the importance of adhering to ethical standards not only in order to take into account the interests of others, but also to teach oneself to be an outside observer in a particular situation, to evaluate the actions of others based on people's interests. Small school-age characteristics such as thinking in the same pattern and transmitting assimilated information without understanding should be taken into account, leading to a rejection of such a method by a group of peers as discussing children's actions.

CONCLUSION

Thus, the characteristics of the formation of a valuable attitude towards social reality in small school students depend on the following age and psychological aspects:

first, play is important in a child's life, as well as in the preschool period, developing the child's ability to follow the rules set out in it, which in turn encourages the child to develop the ability to act within established norms;

second, a lack of understanding of the values associated with small life experiences and their meanings prevents the child from being active in social reality;

third, the tendency to be active and rapid fatigue affect the choice of activities and forms of work, which should be distinguished by their attractiveness, brightness of images, ability to arouse interest in understanding social reality, as well as moderate mobility;

fourth, many authors believe that academic knowledge of ethical norms, rules of conduct, and inconsistencies in a student's moral attitudes and personal desires should be corrected according to the requirements set in daily life.

In addition, the child acquires social interaction skills that have unique characteristics associated with different models of communication with peers and adults at home, at school, on the street.

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