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## PEDAGOGICAL SYSTEM OF FORMATION OF RESPONSIBILITY IN PRIMARY SCHOOL STUDENTS ON THE BASIS OF NATIONAL VALUES

**Abstract:** Radical changes taking place in modern society, associated with the collapse of the old way of life, are the causes of instability in the social sphere, shattered ideals and norms. In this article highlights of pedagogical system of formation of responsibility in primary school students on the basis of national values.

**Key words:** pedagogical system, primary school, national values, education.

**Language:** English

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### Introduction

The value orientations of the younger generation have changed dramatically in recent years, and many young people have material values in the first place. In the structure of a number of Sciences (philosophy, sociology, psychology, pedagogy, etc.), the concept of "value" is highlighted as an important component. In the XIX century. it was introduced by the German philosopher R. G. Lotze, who is called "the father of modern value theory". The philosophical dictionary gives this definition: "Values are specifically social definitions of objects of the surrounding world, revealing their positive or negative significance for man and society (good, good, evil, beautiful, ugly), contained in the phenomena of social life and nature." In accordance with the specific orientation of a particular science, different approaches to understanding values are distinguished.

Pedagogy focuses primarily on the goals, directions, content, methodology and technology of pedagogical activity for the formation of values in different categories. The concept of "value", notes V. A. Slastenin, in pedagogy acts as a personally colored attitude to the world, which arises on the basis of a person's knowledge of the world, learned cultural meanings. This attitude is determined by the life experience of a person and is aimed at achieving perfect being and harmonious development.

Stolbova defines values as "the social ideal of a group or society that is desirable and preferred within their culture, serves as a standard and is not questioned". Values are classified on various grounds. According to the subject content, political, economic, aesthetic and other values are distinguished; according to the spheres of social life:

- material, spiritual, religious, moral, etc.;
- according to the nature of human behavior guidelines: terminal (values-goals) and instrumental (values – means of achievement);
- according to the level of the socio-cultural system: liberal (modern), universal, traditional, etc.;
- basic values: the basis of human value consciousness, formed in the process of primary socialization of the individual. Values are organized in a particular system and do not exist separately from each other. The Foundation of the value system is made up of moral values that determine the preferred and desirable way for society, social community and individual human relationships in terms of "good", "evil", "good", "duty", "responsibility", "honor", "happiness". The value system in a broad sense is an internal core of culture that is significant for most people. It ensures the functioning and stability of any social system. The value systems of different social groups, classes, and strata within society may differ. However, possible conflicts of values and social

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conflicts within society can and should be regulated by basic values organized in a hierarchy that ensures the sustainability of society's development.

Value orientations are manifested and revealed through the assessments that a person gives to circumstances, others, and himself; through the ability to make decisions, structure life situations, and choose a line of behavior. They determine the direction of a person's interests, the hierarchy of his preferences and patterns, his goals and motives, the level of claims, and ideas about what is due. Like values, value orientations are closely related to norms of behavior, forming a value-normative system.

The system of value orientations, according to V.A.Yadov, is a complex formation consisting of three components: cognitive, emotional and behavioral.

The cognitive component is a set of knowledge, judgments, and beliefs.

The emotional component is a set of feelings and emotional evaluations.

Behavioral component – a set of certain actions aimed at the implementation of value orientations in human behavior. When studying value orientations, it is necessary to identify their cognitive, emotional and behavioral components in order to obtain an objective picture.

The main content of spiritual and moral development, education and socialization of children of primary education age are the following basic national values:

- patriotism – love for the Motherland, for their people, for their small homeland, service to the Fatherland;
- social solidarity – personal and national freedom, trust in people, institutions of the state and civil society, justice, mercy, honor, dignity;
- citizenship – service to the Fatherland, the rule of law, civil society, law and order, multicultural world, freedom of conscience and religion;
- family – love and loyalty, health, prosperity, respect for parents, care for older and younger children, care for procreation;
- work and creativity – respect for work, creativity and creativity, purposefulness and perseverance;
- science – the value of knowledge, the pursuit of truth, the scientific picture of the world;
- traditional religions-ideas about faith, spirituality, religious life of a person, values of religious worldview, tolerance, formed on the basis of interfaith dialogue;
- art and literature – beauty, harmony, spiritual world of a person, moral choice, meaning of life, aesthetic development, ethical development;
- nature – evolution, native land, protected nature, planet Earth, ecological consciousness; humanity – world peace, diversity of cultures and

peoples, human progress, international cooperation. The essence of the basic national values in Uzbekistan is that they are the fundamental principles of building social relations in all spheres of human life.

In accordance with this structure of education, O. N. Lazareva groups the tasks of familiarizing primary school students with the world in 4 blocks:

1. Form a complete picture of the world as a single image of nature, including knowledge about nature and society, the role and place of man in the world around him.

2. Give the opportunity to master the available methods of cognition of the surrounding world as a means of harmonious interaction with nature and society.

3. Create conditions for mastering knowledge, skills, and value orientations at the creative level.

4. To raise the value attitude to the surrounding world:

- \* instill a conscious attitude to your health;
- \* teach people to respond emotionally to events in the world around them and help others;
- \* develop a positive attitude to the environment, humane feelings, love of nature, responsible attitude to it. Traditionally, for many years, the goal of natural science education in primary schools was to master the system of knowledge about nature. Currently, the "knowledge" paradigm, aimed at assimilating the sum of knowledge about oneself and the world, has changed to the "value-activity" paradigm, focused on the development of ways to interact with the world and the value system of this world.

Being semantic formations from a psychological point of view, values are simultaneously elements of the cognitive and motivational spheres of the personality, giving the integrity of the personality. Value representations determine the cognitive work with information, serve to denote the phenomena of the surrounding world, are the basis for the knowledge of an integral image of the world, criteria for evaluating phenomena and objects, including oneself. The child perceives the properties of objects of nature, associating them with their experience, with value standards, passing "through themselves". The values assigned by the child act as value orientations that are expressed in their needs and interests, regulate motivation and influence the development of feelings.

The authors believe that the results of mastering primary education should be: awareness and acceptance of basic human values, initial moral concepts: tolerance, mutual assistance, respect for the culture and history of their own and other peoples, the value of human life and the lives of other living beings of the Earth, etc.; awareness of oneself as a member of society and the state, a sense of love for the native country, expressed in an interest in its nature, culture, history, peoples and a desire to participate in common Affairs and events; setting up a safe healthy lifestyle

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(physical culture, hardening, safe behavior in nature, on the streets and in other public places).

Thus, the value component of the content of education is a system of norms and relations to the world, to activities, to people, i.e. a system of value orientations, which is characterized by the fact that it involves the assimilation of emotional experience accumulated by society and emotional value attitude to reality.

Spiritual and moral development and education of students at the stage of primary General education are carried out not only by the educational institution, but also by the family, extracurricular institutions at the place of residence. Interaction of educational institutions and families is crucial for the organization of the student's moral way of life. Institutions of additional education, culture and sports retain their traditional positions in the formation of this way of life. Thus, an important condition for the effective implementation of the tasks of spiritual and moral development and education of students is the effectiveness of pedagogical interaction of various social actors with the leading role of the teaching staff of an educational institution.

When developing and implementing a program of spiritual and moral development and education of students at the stage of primary general education, an educational institution can interact, including on a systematic basis, with traditional religious organizations, public organizations and associations

of civil-Patriotic, cultural, environmental and other orientation, children's and youth movements, organizations, associations that share in their activities the basic national values and are ready to contribute to the achievement of the national pedagogical ideal. In this case, various forms of interaction can be used:

- participation of representatives of public organizations and associations, as well as traditional religious organizations with the consent of students and their parents (legal representatives) in carrying out certain activities within the framework of the program of spiritual and moral development and education of students at the stage of primary General education;

- implementation of the pedagogical work of these organizations and associations with students in individual program agreed with the program spiritually-moral development and education of students in primary General education and approved by the pedagogical Council of the educational institution and the parent Committee of the educational institution;

- conducting joint activities in the areas of spiritual and moral development and education in an educational institution.

Repeated diagnostics confirmed the effectiveness of the created pedagogical conditions for the formation of basic national values in the lessons of the surrounding world.

Thus, the tasks set in the work have been solved.

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