



PEDAGOGICAL SYSTEM OF RESPONSIBILITY FORMATION IN PRIMARY SCHOOL STUDENTS BASED ON NATIONAL STAFF

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Annotation

This paper examines the process of forming responsibility among junior schoolchildren, and is also determined by the increasing level of maladjusted junior schoolchildren who are not adapted to traditional learning in educational organizations, who now come to their first classes in primary school conditions in our modern country.

Keywords: formation of responsibility, child's personality, systemic activity approach, volitional efforts, activity component systemic activity approach, volitional efforts, activity component.

Introduction

The acquisition of state sovereignty by the Republic of Uzbekistan, the choice of its own path of economic and social development, the building of a civil society, political, economic and social reforms determine radically new approaches to various spheres of society, including the field of education and upbringing. Our state, which has embarked on the path of democratic development, needs highly educated, comprehensively developed citizens who are personalities of a new formation, who are able to actively participate in building civil society, carefully preserving the experience of generations, multiplying it, and bringing new things from the constantly changing world to society. In this regard, the role of pedagogy as an important means of educating a personality of a new formation, capable of actively living and creating in new socio-historical conditions, preserving and multiplying the centuries-old experience of previous generations, becomes extremely urgent. It is the upbringing and education of the individual that is the didactic priority task set for the educational system of the Republic by the fundamental directive documents in the field of education: the Law on Education and the National Program for Personnel Training.

The period of study in elementary school acts as the second significant stage necessary for the formation of the child's personality in the conditions of the surrounding socio-cultural space immediately after the completion of the period of





study in the conditions of a preschool educational organization. The quality of his educational activities, planning of his activities, interaction with the teacher and peers in the educational process will depend on how well the child is prepared in elementary school. One of the tasks of primary general education is the formation of the educational activity of the child, his independence and responsibility. The solution to these problems is achieved by forming the components of regulatory universal educational actions. Responsibility is a strong-willed personality trait aimed at managing a person's own psychological states, as well as actions.

The general patterns of the formation of responsibility at primary school age are realized in an individual form, depending on specific conditions, as well as on the characteristics of nervous activity, on the personal qualities of the subject and his habits in organizing his actions, which is formed in the process of upbringing. One of the essential differences between successful and unsuccessful students is the difference in the ability to take responsibility for the tasks they perform. A child may have a sufficient amount of knowledge, but if the skills of responsible behavior are poorly formed, it will be difficult for him to consistently perform a series of mental operations on his own. And also it will be difficult for him to draw conclusions, to see his mistake.

At the heart of primary general education is a systemic activity approach, which involves ensuring the continuity of preschool, primary general, basic and secondary general education. And this, in turn, contributes to improving the quality of education in a holistic system. The successful formation of the responsibility of junior schoolchildren, and, consequently, further successful education, largely depends on how well and timely the appropriate conditions were created for the formation of this volitional quality. An analysis of modern educational programs used in modern educational organizations shows that most of them are poorly focused on the formation of responsibility in younger students in behavior and activity. In order to determine the ways and methods of the formation of responsibility, it is necessary to disclose this phenomenon, as well as to determine the age-specific characteristics of the development of responsibility in primary school age.

According to L.I. Dementius, responsibility should be understood as a conscious, active orientation of the individual to achieve a particular result of his own activity [3, p. 563]. From this definition, it is clear that responsibility allows you to anticipate the desired result of the actions performed, as well as to make the necessary volitional efforts to achieve it. Speaking about primary school age, it can be determined that the child's mental development allows him to anticipate the





intended result, as well as make this idea as the central one, make efforts to achieve the result and avoid distraction from the set goal. But I.M. Zashikhina notes that such an achievement is possible only if the intended result is associated for the child with the receipt of positive emotions [7, p. 83].

How does V.S. Yurkevich, responsibility should be understood as a constructive volitional quality that allows you to plan your own activity, set a goal, highlight certain stages in accordance with which the goal can be achieved, as well as subordinate your own personal motives, beliefs, principles, moral categories of the performed activity [6, p. 65].

Hence, we can conclude that responsibility for this author is an element of the volitional sphere, directly related to the planning and successful implementation of this or that activity.

Another author, L.V. Vershinin, defines responsibility as “the concentration of activity, thinking and sensory components in the organization of specific steps to achieve the goal” [5, p. 314].

Moreover, indicators of the formation of this volitional quality will be such signs as the ability to place a goal in the future, break it down into component tasks, show the activity of the individual to achieve the assigned tasks, maintain interest and motivation in achieving the goal despite the obstacles that arise. As can be seen from this definition, this author also connects responsibility directly with the activity component, within which the internal action plan is built and its subsequent implementation.

L.I. Bozovic also notes that the phenomenon of responsibility should be considered the key reason, the mechanism through which the will is manifested. In other words, this author understands responsibility as a certain catalyst that allows one to measure the level of development of volitional qualities of an individual [2, p. 15].

The most valuable in the framework of this study is the definition in the authorship of A.A. Gagaeva, since the development of responsibility at the stage of primary school childhood really requires the creation of conditions for the formation of an internal plan of action, in accordance with which children will concentrate their will on the implementation of individual stages of the task. Based on this, we can conclude that in the period of primary school age, purposeful work on the formation of responsibility will not only correspond to the age characteristics of the children's audience, but also have the most positive effect on the formation of the personal sphere of children.





The formation of responsibility in the period of primary school age is of particular importance, since the key mental neoplasms in the mind of the child allow him to intelligently approach the types and forms of interaction with the environment, as well as to flexibly change those personal qualities and ideas that have managed to form by this age in order to achieve specific goals of the activity. As noted by G. Cloud, the period of primary school age is more sensitive than others in childhood in order to educate the child's very idea of the content of work and activity, to instill in him the key forms of self-organization of his own activity, to foster a responsible attitude to the activity being performed [8, p. 36].

Moreover, this work applies to all forms of interaction of the child with the environment: when playing, when learning, when working with an adult, when manipulating objects, etc. The research carried out in relation to the mental characteristics of primary school age made it possible to determine that the upbringing of the volitional sphere of the child acquires special significance during this period. This means that the teacher's correct management of the process of forming responsibility can form in the child's perception those most important moral and ethical qualities that will become the key to effective developmental and educational activities later. In pedagogy, the process of forming responsibility is understood as successful if there are specific forms and methods for the development of the following qualities included in this complex concept: education of independence, initiative, patience, perseverance and perseverance.

L.G. Zharkova notes that responsibility should be understood as a developed ability to act and think independently, relying at the same time on their own ideas about the nature and content of activities, about certain norms, values of human interaction with the environment [9, p. 34].

By responsibility, the same author proposes to understand a developed personal quality, which is expressed in the ability to plan and implement active, independent actions in order to achieve the assigned specific goal. For the successful formation of responsibility, it is also important to have the following volitional qualities: patience, perseverance, perseverance. The most valuable in the framework of this study is the definition in the authorship of A.A. Gagaeva, since the development of responsibility at the stage of primary school childhood really requires the creation of conditions for the formation of an internal plan of action, in accordance with which children will concentrate their will on the implementation of individual stages of the task. Based on this, we can conclude that in the period of primary school age, purposeful work on the formation of responsibility will not only





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Patience, as A.N. Avdeev, this is a quality of will, the presence of which in activity allows a person to achieve a goal that is distant from every minute satisfaction, while maintaining interest in the activity being performed, even if failures occur in the process of performing actions, or there are factors that indicate the impossibility of achieving the goal, or its complexity [1, p. 78].





Persistence in determining V.L. Khaikina is a certain volitional quality, which is expressed in the presence of a certain desire to achieve the goal set for the performer, while the desire remains even if, during the execution of actions to achieve the goal, failures occur [4, p. 203]. According to the definition of this author, persistence should be understood as the quality of will, which is expressed in the presence of a high level of motivational interest in achieving the goal, even if difficulties and obstacles are encountered on the way to achieving it.

Thus, we can conclude that the formation of responsibility implies the formation of independence and initiative in the activities of a child of primary school age, capable of overcoming obstacles, maintaining interest and taking active steps to achieve the set goal despite the emerging obstacles and difficulties. The formation of responsibility will allow to form a personality who is able to achieve the set goals and objectives with a positive perception of the possibility of using one's efforts, in the presence of a positive orientation towards oneself and society. The most important conditions in the formation of responsibility are the establishment of the relationship between mental, play, creative, labor activity, which can be implemented in the framework of long-term, interesting work. The context of the content of the formation of responsibility in primary school age includes the concepts of upbringing the ability to set a goal, determine the motives of one's activity, plan one's own actions, and also implement an action plan to achieve this goal, regardless of the obstacles that arise.

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