



METHODS OF RESPONSIBILITY FORMATION IN CHILDREN IN PREPARATION FOR SCHOOL

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| A B S T R A C T | KEY WORDS |
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| The article provides information on the possibilities of using personal-activity and axiological approaches in the design of educational and cognitive activities of primary school students. | responsibility, preschool education, preparation for school. |

Introduction

Compared to preschool age, primary school age differs somewhat in the system of responsible tasks, discipline and a sense of responsibility, high responsibility for the tasks set and their own behavior. Not all preschool-age children are enrolled in preschool educational organizations, and not all children are involved in family responsibilities. From this point of view, a child who grows up in a constantly free environment (without a strict agenda or strict tasks) will have a slightly more difficult adaptation to the environment during primary education. The beginning of the formation of elements of responsibility in children from the preparatory period for school contributes to the successful implementation of the initial educational process, as well as the period of preparing children for school.

Untimely preparatory classes negatively affect the adaptation of students to a new environment and the formation of responsibility. Research conducted by Nurullayeva shows that a number of problems arise in the process of school activities of 1st grade students:

The inability to adapt to the atmosphere at school, which requires responsibility. That is, children deprived of any serious, responsible responsibilities in the family environment or in preschool organizations will find it difficult to adapt to a new environment.

1. Fear of the harshness of the teacher's demands. Sometimes this problem is caused by the fact that as a result of the teacher's inexperience, students are given tasks beyond the criteria or tasks do not correspond to the age and individual characteristics of the child.
2. Low willingness to learn knowledge or low self-esteem in relation to peers. This condition is especially common in children who are not covered by preschool organizations.
3. The inability to adapt to a new agenda with established strict requirements. The agenda of a child in preschool educational institutions or a child raised in a family may differ dramatically from the agenda of a student who starts school, and the child's unpreparedness for this situation may cause this problem.

1. Aggravation of their interaction between the teacher or classmates. The inability to adapt to the school environment can also lead to a deterioration in the child's attitude towards others.
2. A decrease in the health and quality of a child's education as a result of psychological stress. The untimely elimination of the above-mentioned problems can, first of all, lead to a deterioration in the child's health, the emergence of various kinds of psychological stress and, in turn, to a low quality of education. The causes of such problems are grouped as follows:
3. Subjective reasons: the power of egocentrism in the student, lack of recognition of responsibility, playfulness, abuse of affection of family members, etc..
4. Pedagogical reasons: incomplete coverage of preschool-age children by preschool educational organizations, improper organization of the stage of preparation for school in preschool educational organizations, or inexperience of the teacher, and the like.
5. Social reasons: the indifference of parents to this period of responsibility for the child, the difficulty of the child's socialization process, the poor connection of the child's environment with school life.
6. Therefore, it is advisable to work in this direction and to overcome psychological and pedagogical problems in the life of a child who has crossed the threshold of school for the first time. That is, first of all, it is necessary to develop the work of a psychologist in cooperation with teachers, their parents or teachers of preschool educational organizations, aimed at 1st grade students.

Secondly, it is necessary to improve the psychological, pedagogical and methodological training of teachers.

Thirdly, it is necessary to make sure that each student has the opportunity to identify certain signs of abilities and develop them.

Fourth, it is necessary to expand the work carried out jointly with parents.

Fifthly, it is necessary to change the child's attitude to learning through his environment - a team of pupils, friends, family members, starting from preschool, to instill in him a love of school and learning.

An analysis of the above-mentioned views has shown that already in the period of preparation for school, it is possible to organize the process of responsibility formation in primary school-age children. The technology of responsibility formation in younger schoolchildren is a complex of forms, methods and techniques in teaching, presented in an expanded form, allowing them to be reproduced by different teachers in different conditions of the educational space.

In modern pedagogical and methodological research, educational technologies have been developed that are used in the period of preparation for school, the technology of forming a complete world map for children; game technologies for correcting the behavior of primary school children; technology for organizing lessons, etc. These studies confirm the breadth of possibilities of applying the technological approach in the formation of responsibility in children during the period of preparation for school.

When developing this technology, they rely on such criteria of technologization as conceptuality, stability, manageability, efficiency, reproducibility and logic of the process, as well as consistency and integrity of relationships at all stages. Because it is based on the integration of the content of the form, method, means and types of activities within the framework of the formation of personality traits.

Primary school students have ample opportunities to use personal-activity and axiological approaches to the design of educational and cognitive activities.

The use of a personal activity approach makes it possible to trace the specifics of responsibility in the behavior of children during the transition to school, to identify the characteristics of the teacher's activities.

The axiological approach, on the other hand, makes it possible to determine the content of the process of responsibility formation through orientation to spiritual values in children who have reached school age. A child at this age appears as a subject who learns the values of the criteria of society, the rules of behavior.

Thus, the developed technology is understood as a system that combines interrelated and detailed activities, which, in turn, contribute to the formation of responsibility in the behavior of a child preparing for school.

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