



RESPONSIBILITY FORMATION IN PRIMARY SCHOOL AGE CHILDREN

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ABSTRACT

This article emphasizes that it is much more important to form responsibility among younger students. It becomes most relevant from the moment a child enters school. Going to school means a drastic change in the child's entire lifestyle. It says how important responsibility is for a child to obey the rules of behavior and achieve academic results.

KEYWORDS

Responsibility,
accountability,
behavior, skill, regime,
strong-willed virtue

INTRODUCTION

Responsibility formation becomes most relevant from the moment a child enters school. The transition to schooling means a fundamental restructuring of the child's entire lifestyle. A first-grader is faced with a number of requirements: he must go to school, do what is provided for in the school curriculum, comply with the teacher's requirement, strictly follow the school regime, obey the rules of conduct, and achieve academic results. However, due to insufficient arbitrariness and lack of formation of volitional qualities, many first-graders cannot subordinate their behavior to the established rules. There are often cases when students can hardly sit through the whole lesson, and instead of listening to the teacher, they start doing their own things: drawing, playing. Every year, the demands placed on the student by the school are increasing. Studying at school is "an obligatory, responsible activity that requires systematic organized work.

A number of other personal qualities and skills act as components of responsibility. Among them are honesty, fairness, integrity, and a willingness to take responsibility for the consequences of their actions. These qualities cannot be realized successfully if a person does not have developed emotional traits.: the ability to empathize, sensitivity towards other people. The fulfillment of any duty requires the manifestation of other strong-willed qualities: perseverance, diligence, perseverance, endurance. Thus, responsibility manifests itself not only in character, but also in feelings, perception, awareness, worldview, and various forms of personal behavior.

Among the indicators of responsibility in primary school children, K.A.Klimova highlights: the child's awareness of the need and importance of completing assignments that are important to others; the focus of actions on the successful completion of assigned tasks (the child starts on time, tries to overcome difficulties, brings things to an end, etc.); emotional experience of the task, its nature, result (satisfied that he has been given a serious assignment, worries about success, feels satisfaction from the consciousness of successful completion, worries about the assessment of others, etc.); awareness of the need to be responsible for the execution of the assigned task

A large circle of researchers considers volitional qualities, including responsibility, as a stable characteristic of the subject, a stable personality trait. In primary school age, this quality is in the process of being formed. This process depends on how the child's activity develops and becomes more complex (play - learning - work), which activity is currently leading, and how his place in the system of social relations changes. Therefore, the responsibility of a primary school student can be described as a relatively stable quality, manifested at the level of habit, emotional impulse, or at the level of conscious-volitional tension. It is advisable to consider the manifestation of responsibility in younger schoolchildren separately in different types of activities.

According to M.V.Matyukhina and S.G.Yarikova, the main criteria for the manifestation of responsibility in educational activities can be: the ability to fulfill the teacher's requirements immediately and to the end; the ability to plan and organize their activities; the ability to show independence in the classroom and in preparing homework; the ability to give a moral assessment of their behavior and the behavior of friends; showing a positive attitude towards the teaching and the teacher's requirements, getting satisfaction from overcoming difficulties in learning; applying strong-willed efforts in completing tasks, etc. A responsible student understands the social values of teaching, is critical in assessing his attitude to teaching, his behavior, his personal qualities, knows how to admit his mistakes, correctly interpret their causes.

Various methods and techniques can be used to study the responsibility of a younger student.

Studying the concepts of responsibility. To identify how younger students understand the concept of "responsibility", which student they consider responsible, a survey was conducted:

How do you understand what responsibility is?

Which student would you call responsible?

Name the most responsible guys in the class. Why?

Name the most irresponsible kids in the class. Why?

The teacher records the answers and concludes how well the student understands the meaning of this word, whether he knows how to assess the manifestation of responsibility among his peers. Research has shown that the younger student is not sufficiently aware of what responsibility is, a responsible person. For many students in grades 1-2, the word "responsibility" is synonymous with other personality traits (good, smart).

The study of self-assessment of responsibility. The methodology developed by M.V.Matyukhina and S.G.Yarikova [17, 41] makes it possible to determine how a student evaluates his personal responsibility. Instructions are offered: "Read the statements carefully and underline the one that describes you."

I am a very responsible student.

I'm responsible, but not always.

I'm not very responsible.

I'm irresponsible.

Next, the teacher asks the child to explain why he chose this or that statement. It was revealed that it is quite difficult for a younger student to separate his specific act from the image of himself as a whole: "I solved the problem well, so I am responsible," "Yesterday I cleaned my room, and my mother praised me," "I am irresponsible because I lost my math notebook." Very rarely there were answers like: "I'm not always responsible, because I do some things the way I need to, others are not always good."

In order to consider how primary school students assess their level of responsibility, the methodology "Self-assessment of volitional qualities" by M.V. Matyukhina, S.G. Yarikova was used [17, 41]. The methodology is a modified version of the Dembo-Rubinstein personality assessment scale. Students are offered forms showing a 5-step ladder. The instruction is given: "Imagine that the fairy-tale characters you know are located on the 5 steps of the ladder so that the most responsible of them are on the top (fifth step), and the most irresponsible are on the bottom (first step)." It specifies what "responsibility" is, and which people (fairy-tale characters) can be called responsible. The experimenter records the children's answers, distributing the fairy-tale characters on five steps.

The results of the "Self-assessment of volitional qualities" methodology are compared with the teachers' opinions in order to determine how critically students approach the assessment of their volitional qualities. If the grades of the student and the teachers coincide, then we can talk about an adequate self-assessment of responsibility. If the student evaluates the manifestation of quality higher than the teacher, then the self-assessment is inadequate, overestimated. If a student's grade is lower than the teacher's grade, we are talking about inadequate, low self-esteem.

Studying the direction of responsibility. It is an indisputable fact that people who tend to take responsibility for events in their lives are better adapted than those who tend to attribute responsibility for everything to external factors. One person feels like the master of his own destiny, the other prefers to "float at the will of the waves." In the first case, responsibility for everything that happens in a person's life is attributed in advance to one's own abilities and efforts, in the second - to external forces (other people, the environment, fate or chance).

We are talking about different types of locus of control, meaning "a quality that characterizes a person's tendency to attribute responsibility for the result of their activities to external forces (external, external locus of control) or to their own abilities and efforts (internal, internal locus of control)." According to J. Rotter, who proposed these terms, internality and externality of the locus of control are stable personality traits formed in the process of its socialization. People with an internal locus of control are more confident and persistent in achieving their goals, prone to introspection, balanced, sociable and independent, they are dominated by the motive of striving for success.

To study the nature of a primary school student's personal responsibility and its orientation (internal - external), the method of solving imaginary experimental situations developed by M.V. Matyukhina and S.G. Yarikova was used [17, 41]. Children are asked to present 10 specific school situations related to students' failure to complete any teacher's assignments and school rules of conduct. The possible reasons for the teacher's failure to complete assignments can be divided into two types: 1) the reason for non-fulfillment is the student himself, his characteristics (subjective reasons); 2) the reason for non-fulfillment is another person, external circumstances (objective reasons). Students should analyze the proposed judgments and explain the reason for their behavior in such a situation. When creating this methodology, the authors assumed that a responsible student does not blame other people for the circumstances, but explains the failure to complete assignments by his subjective characteristics.

Each student is given a card that describes 10 events and their possible causes. The students are offered instructions: "Each of us can get into trouble: we can forget our textbook at home, fail to complete an important task, or be late for class. The cards you received describe 10 such situations. Imagine that this happened to you. Try to explain the reason why this could happen. To do this,

carefully read the two possible answers that indicate the possible cause of the incident, and choose one. Circle the selected answer."

- I did not complete the assignment because:

I'm disorganized,
we had cleaning at home.

- I did not learn the poem because I
forgot about the assignment,
I did not find a book with this poem.

- I didn't fulfill my promise because
I went to visit with my parents
and forgot about my promise.

- I was distracted in class because:
I don't have perseverance, good attention,
a neighbor interfered with my work.

- I failed the test because I didn
't learn the rules well,
the neighbor asked me to tell him.

- I was late for class because I was getting
ready slowly,
the clock was running out.

- I did not complete the teacher's assignment because:
the assignment was very difficult,
I'm unstable.

- I didn't solve the problem because I
was inattentive
and forgot my pen at home.

- I forgot my textbook at home because:
I'm absent-minded,
a little brother or sister picks
up and shifts everything.

- I behaved badly in class because:
I'm not always disciplined,
the lesson was uninteresting.

When processing the results, the number of responses is taken into account, indicating the subjective reason for the incident. Thus, each student in the class can score from 0 to 10 points. If a student scores from 0 to 5, then we can talk about the external orientation of responsibility, from 5 to 10 - the internal one.

The study of attribution of responsibility. The locus of control is closely related to attribution of responsibility (attribution of responsibility for success and failure). Having achieved success or having failed, the student explains their reasons, i.e. performs causal attribution. To study the type of attribution, younger schoolchildren were offered a questionnaire developed by M.V.Matyukhina and T.A.Sablina [17, 40], consisting of two questions and a list of answers to them. Responsibility for successes and failures in learning activities is attributed to two internal factors - effort and ability -

and two external factors - the difficulty of the task and the case. To the question "What do you see as the reason for your academic success?" The approximate answers are: "I'm trying hard."; "I think well"; "The task is easy"; "I'm just lucky." To the question "What do you see as the reason for your academic failures?" - "I'm not trying hard enough"; "I don't think much"; "The task is difficult"; "I'm just unlucky." If a student sees the reason for success or failure in himself and attributes it to his efforts or abilities, then it is considered that he has an internal attribution. If the reason for the student's success or failure is explained by external circumstances, and he attributes the reason for the success (failure) to the difficulty level of the task or chance, luck, then he has an external attribution.

Conclusion

In the process of writing my paper, I confirmed my hypothesis. Since the psyche of a primary school student is still quite flexible, and ideas about the norms of the society around him and the rules of behavior have not yet developed, an adult is able to direct the development of the child's psyche in the right direction. To do this, a lot of work must be done to instill the necessary moral qualities in the child. In addition to a sense of responsibility, the child should have other criteria of behavior, such as self-control, willpower, since all these qualities together create the image of the child, and not each individually. When raising a child, an adult should remember that the parenting process must be controlled and implemented wisely, and that any mistake made by an adult, either in the process of fostering responsibility or some other quality, may in the future lead to personality deformation, to the appearance in society of a person unable to live in society, too conflictual, or too soft, which, of course, will affect the person himself.

Since I considered a sense of responsibility in my qualifying work, I want to note that it can also happen due to over-development or, conversely, underdevelopment of this feeling. Responsibility is good when a child approaches it intelligently, when he can differentiate situations, and the elder should teach the child this. A parent in the process of communicating with a child, in the process of his upbringing, transmits his life experience to him.

So, a child's ability to be responsible and respond appropriately to situations depends entirely on the people who bring him up. Therefore, methods have been developed that teachers should use in their work with children.

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