



PROBLEMS AND SOLUTIONS IN EDUCATING PRIMARY STUDENTS AS PERSONS

Doctoral Researcher of the National Institute of
Pedagogics and Character education named after Kori

Niyoziy

Shukurova Nilufar Gayratovna

Abstract: *This article analyzes the content, challenges, and solutions to the process of developing the personality of primary school students. It comprehensively explores the factors influencing personality development: heredity, environment, social conditions, the role of adults, and the educational impact of school-family collaboration.*

Key words: *harmonious personality, primary education, educational process, individual approach, interaction between family and school, social environment, spiritual and moral education, educational strategy, information flow.*

Аннотация *В статье анализируются содержание, сложности и пути решения процесса воспитания личности учащихся начальной школы. Широко освещаются факторы, влияющие на формирование личности: наследственность, среда, социальные условия, роль взрослых, а также воспитательное воздействие сотрудничества школы и семьи.*

Ключевые слова: *гармоничная личность, начальное образование, образовательный процесс, индивидуальный подход, взаимодействие семьи и школы, социальная среда, духовно-нравственное воспитание, образовательная стратегия, информационный поток.*

Annotatsiya. *Ushbu maqolada boshlang'ich sinf o'quvchilarini shaxs sifatida tarbiyalash jarayonining mazmuni, murakkab jihatlari va yechimlari tahlil qilinadi. Shaxs shakllanishida ta'sir etuvchi omillar – irsiyat, muhit, ijtimoiy sharoit, kattalar namunasining o'rni hamda maktab va oilaning hamkorligidagi tarbiyaviy ta'siri keng yoritiladi.*

Kalit so‘zlar: barkamol shaxs, boshlang‘ich ta’lim, tarbiya jarayoni, individual yondashuv, oila va maktab hamkorligi, ijtimoiy muhit, ma’naviy axloqiy tarbiya, tarbiyaviy strategiya, axborot oqimi.

One of the main tasks facing primary school teachers is not only to ensure that students receive education, but also to raise them as well-rounded individuals. The upbringing of a child as a person continues at school, at home, and even on the street. However, the heaviest burden of many responsibilities and work falls on the shoulders of primary school teachers. Consider the following idea:

“Our young people are fond of luxury, they are not well-educated, they laugh at their leaders and do not respect their elders. Our children have now become tyrants; they do not stand up when an older person enters the room, they talk back to their parents. Simply put, they are very bad.”

You may be surprised, but these words belong to Socrates, who lived in the 5th century BC. However, the issue of educating the younger generation, who is coming of age, remains relevant even today.

The problem of educating a person at school has always been the main topic of research for many educators and psychologists. Despite the different approaches to studying it, the main principle of education remains unchanged as the desire to raise a well-rounded, hardworking, fair and kind person.

We all strive to raise a highly spiritual, perfect person, but for some reason not all of us can achieve the desired result. There are several concepts of personal education. Some believe that the leading factor in human development is heredity. American educator John Dewey believes that a person is born with ready-made moral qualities, feelings, and spiritual needs.

According to another concept, the development of a child is determined by the environment in which he was born and raised, the conditions in which he was raised, that is, social conditions. His formation as a person also continues in this direction. Despite the fact that innate and acquired characteristics change throughout life under the influence of the upbringing given, most of them have a stable nature and affect

the activity and behavior of the individual, which cannot be avoided. Therefore, educators should take into account all the above factors and approach each student individually, remembering that the same methods of upbringing cannot be applied to all children.

In addition, in the formation of personality, a child's imitation of adults plays an important role. The life and spiritual image of their parents are the focus of children's attention. Due to their lack of life experience and inability to critically respond to the actions of adults, they imitate not only positive, but also negative actions of their parents. Since children of primary school age do not yet have their own opinion, they mechanically repeat the actions of adults. With personal and mental development and increasing independence, children begin to evaluate the actions of adults.

The main task of the teacher is to strengthen the aspects that contribute to the successful development of children as individuals and eliminate factors that negatively affect their upbringing. Each conversation or class hour should be associated with a specific topic related to raising children. Nowadays, there are many useful materials, conversations and activities on the Internet, which make it easier to prepare an interesting class hour or thematic conversation. At the same time, involving parents in active participation in lessons further increases the effectiveness of educational work.

Primary school students acquire sufficient moral and ethical concepts in the educational process and extracurricular activities. They know how a good student should behave in different situations, but they do not always act correctly. The difference between imagination and behavior is explained by several reasons. One of them is that a teacher can explain to children how to behave, but he does not have the opportunity to set an example with his own actions, like parents. Each of us says that we should give way to the elderly in public transport, cross the road at the designated place, be kind to adults, not speak rudely to adults, not argue with

children, not break trees. But if children have never seen this in practice, these words seem to them just ordinary words that have no practical significance.

Sometimes a child is raised by only one parent or both parents are busy earning money for the future of the family. As a result, without his knowledge, friends, television, the Internet, computer games and movies become the child's educators, and among this flow of information, the child cannot understand what is forbidden and what is allowed. In this situation, the teacher plays a leading role. He should take into account the individual characteristics of each child, give them more independence, initiative and freedom, and at the same time direct them to the right path if they move in the wrong direction. In short, every teacher, regardless of what subject he teaches, should be able to see in any material aspects that serve to raise a well-rounded person.

The process of raising a well-rounded individual requires close cooperation between the school and the family. Because the social, moral and intellectual development of a person is a multifactorial system, the effectiveness of which depends on the consistency and harmony of educational influences. Only when the education provided by the school corresponds to the values, requirements and norms of behavior existing in the family, strong and stable qualities are formed in the child's mind. Otherwise, educational influences become scattered and do not have the necessary impact on the development of the individual. Therefore, regular communication between teachers and parents, a common interpretation of educational goals and the development of a joint pedagogical strategy are necessary. Only through such an integrated approach can high efficiency be achieved in the formation of a well-rounded individual.

In conclusion, the development of a child as a well-rounded individual is a complex process that relies on the joint work of the school and the family. When teachers and parents work in the same direction, the upbringing given to the child becomes consistent, effective and has a vital meaning. And life is the greatest teacher in this process. We, educators, strive to correctly interpret the direction of this

teacher, become partners with the family, and bring light to the hearts and enlightenment to the minds of the younger generation.

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