

**DEVELOP A SENSE OF RESPONSIBILITY IN PRIMARY SCHOOL STUDENTS  
IMPORTANCE AND EFFECTIVENESS**

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**Annotation:** In this article, it is necessary to further improve the education system, to study the experiences of the educational system of leading foreign countries in primary education, to use methods and tools, and in the minds of every boy and girl, all aspects of upbringing under the influence of possibilities, formation of a view of studying as a social and civic duty, the responsibility of a person, his relation to the whole being, and his special relation to each specific situation are discussed.

**Key words:** National-regional, primary education, experiences, idea, purpose, freedom of search, maladaptation, educational system, level of consciousness, health, negativity, improvement.

Implementation of the following conditions at the stage of primary education will ensure the effectiveness of education and training, and create a foundation for the all-round development of students:

- use of educational technologies that allow to ensure the physical and psychological development and health of children;
- finding new ways of mutual cooperation and mutual understanding in organizing a team of teachers and students;
- to achieve full unity in the educational process in games and educational activities (organized in extracurricular conditions and of an artistic, labor, sports and game nature);
- maintaining children's desire to continue studying and forming the basis of their reading skills (independently identifying personal achievements and limitations, expanding the limits of their capabilities with the help of others - adults and peers);
- pedagogical support for the development of the child's individuality;
- creating conditions for the development of children's creativity in all types of activities [1, 11-12].

The changes made in the primary education system during the period of educational reforms showed the expediency of achieving the following in order to form an independent person who can freely express his opinion:

- expanding the rights of children and parents to use educational services;
- respect for the child's personality; taking into account the educational interests of each student;
- age appropriateness of the educational process;
- ensuring full psychological and physical development;

- protection of children's health [1, 8].

Further improvement of the primary education system, which is the main stage of the continuous education system, based on the study of the experiences gained in this field in foreign countries, their analysis, as well as taking into account the national and regional characteristics, from the best practices of the republic appropriate use in primary schools will not be without benefits. For this purpose, during the research, the content of the primary education system of Russia, USA, Japan and France, as well as the Republic of Uzbekistan was introduced. A study of the experiences of the educational system of leading foreign countries on primary education showed that there are a number of positive traditions in the field. Including:

- different forms of pedagogical approach to primary education have appeared;
- teachers have gained freedom of creative research supported by state policy, private schools operating on the basis of governorate and state management are being established in Russia, USA, Japan and France;
- parents are given the opportunity to choose an acceptable pedagogical system, the level of awareness of parents is growing;
- it is more and more recognized that it is appropriate to use individual methods and tools to create motivation for learning in a child.

There are also negative traditions in elementary school. For example:

- the level of children's health and emotional development is unsatisfactory (widespread school maladaptation);
- elementary school students' relationships with the environment and people are not strong enough, so their sense of self-awareness does not develop as expected;
- the existing means of primary education reduce the interest and creative abilities of students;
- students' positive personal qualities are not sufficiently developed;
- formal approaches to education are maintained, cases of orientation towards ensuring the child's development are not visible;
- the level of education (including the promotion of teachers' work) is decreasing [1, 10-11].

"... To strengthen the personal responsibility of students to study, to form in the minds of every young man and woman under the influence of all the possibilities of education a view of studying as a social and civic duty" [2, 2] reform of the continuous education system it is extremely important in a situation where fundamental reforms are being carried out in order to improve the content of education and raise it to the level of world education standards.

The concept of "responsibility" when translated from the Arabic language means "responsibility", "accountability" and means responsibility for the consequences and consequences of an action [3, 555]. In the Uzbek language, the concept of "responsibility" is directly used as an alternative to the concept of "responsibility". For example, state responsibility, legal responsibility, administrative responsibility, etc.

Authors M. Ochilov and N. Ochilova paid attention to the reflection of spiritual and moral ideas in the essence of the concept of "responsibility" and described the content of this concept as

“understanding the duty to other people and turning it into an incentive for human behavior”, they note that it consists of “consciously and voluntarily directing one’s activity to do more good to others” [4]. Although the essence of the concept is explained logically, it is not expressed lexically. At this point, it would be correct to express the expression “other people” as “strangers” and the concept of “man” as “person”. Because “man” is a term that represents a biological species. From the point of view of social relations, it is appropriate to use the concept of “person”. Therefore, the science of pedagogy studies the process of development of a person as a social being.

According to the approaches of V. Karimova, A. Umarov and M. Kuronov, responsibility is an ability, which is manifested as a complete perception of the individual’s own actions and activity products. That is, responsibility is “the ability to fully imagine the results of each person’s actions and activities, and to understand what will benefit him and others” [5]. It is possible to object to the use of the concept of “man” here as well.

In some sources, this concept is interpreted as a duty that fully expresses sociality in terms of its weight and scope, and responsibility for its fulfillment: “a certain person or means the responsibility of the social group” [6, 243].

According to socio-philosophical and pedagogical ideas, any positive quality has its opposite negative aspect. From this point of view, “irresponsibility” is also noticeable as an antonym of “having a sense of responsibility” in the organization of social relations. In the sources, this concept is explained as “irresponsible attitude” [3, 555]. So, irresponsibility essentially means not feeling responsible for the consequences and consequences of an action.

Responsibility for the implementation of a certain behavior means the fulfillment of the duty assigned to a person as a participant in the organization of the game and labor process. In the primary education system, on the basis of achieving a responsible attitude of students towards the game and work process, the effective course of the study activity, which occupies an important place in their life, is ensured. Consequently, in this situation, the initial elements of responsibility for organizing any activity are formed in them.

The formation of elements of responsibility in play, work and interaction with peers serves as a foundation for them to be sufficiently responsible in the next, increasingly complex age. The responsibility of a person to perform a certain professional activity arises on the basis of this foundation. Professional activity is one of the bright manifestations of social-compulsory activity imposed on a person, and how effectively it is carried out, first of all, serves to ensure the development of society and human maturity.

Each person is responsible to a certain group or people who are its members. After all, he is a member of micro and macro groups united on the basis of a common goal, certain interests, social interests and mutual psychological unity. A person is originally a member of the family in which he was born and raised. Later, it is divided into a group (kindergarten, academic high school, vocational college, higher education institution, class (in general secondary schools), team (production organizations) organized according to general purpose and age characteristics, as a member of work teams), performs actions related to play, work and social relations.

Citizenship of the society is an important factor that determines the social status of a person, and this factor requires the organization of certain behaviors in the implementation of certain social activities. The responsibility of a person as a citizen is seen more in the fact that he is a participant in legal relations, his responsibility for violations of administrative, civil and

criminal-legal relations, non-compliance with the rules of labor discipline, as well as material and moral damage caused. It is evaluated according to the accepted criteria for its value.

“Formation of responsibility is the formation of self-management, discipline, self-assessment in students, teaching them to independently obey the discipline of the team, to be devoted to duty” [2,4], is to organize a specific pedagogical activity for this purpose.

“Forming a sense of responsibility for learning in students requires the implementation of educational work in three stages and ensures the effectiveness of the process:

- The 1st stage is to establish a sincere and respectful relationship with children.
- The 2nd stage is to establish a business-like relationship with children in the organization of educational activities, to develop their interest in learning.
- The 3rd stage is strong cooperation with children in educational activities and, through this cooperation, to gradually perform educational tasks independently, to teach children ways to exercise a sense of responsibility for learning” [2, 36].

At this point, it is appropriate to reveal the general essence of the process of forming a sense of responsibility in elementary school students. In students, “responsibility has a primitive character as an emotional-personal quality. At this age, this trait is only formed. It does not become a firm belief. ... The sense of responsibility for studying becomes more imitative. The manifestation of a sense of responsibility to study in children is not because they understand the social and personal importance of studying, but because of the demands of parents and teachers” [2, 26].

Although the responsibility of the game among primary school students has somewhat stabilized, it is appropriate to establish pedagogical monitoring of its further strengthening. Therefore, by using didactic and educational games in the classroom and outside the classroom, the teacher should control the responsible approach of the students to the game.

The sense of responsibility of elementary school students in the organization of game activities helps them to decide on a responsible approach to work, including study. Therefore, before starting the game, it is important for the teachers to emphasize to the students that it is important to take responsibility for the tasks assigned to them. Also, achieving full fulfillment of the goals and tasks of the game as much as possible, focusing the attention of the participants on them, inspiring and encouraging them to work towards the final result will also give good results.

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