

Possibilities of Educating a Sense of Responsibility in Primary School Students

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Abstract--- *This article discusses the socio-pedagogical interpretation of the concept of “responsibility”, the content of fostering a sense of responsibility in primary school students and organizational issues of fostering a sense of responsibility in primary school students. The focus is on ensuring that elementary school students have a sense of responsibility in the process of developing as individuals. The tasks of analyzing the concept of “responsibility” from a pedagogical point of view, substantiating its manifestations reflected in the actions and activities of the individual, fostering a sense of responsibility in primary school students are systematically analyzed. It also reflected the types of responsibilities that are essentially the same, as well as the ways in which elementary school students have a sense of responsibility. The expressed theoretical and practical ideas can be a valuable resource not only for primary school students, but also for educators working at different stages of education.*

Keywords--- *Person, Responsibility, Consequence, Result, Sense of Responsibility, Reading, Play, Work Activity.*

I. INTRODUCTION

During the years of independence, the field of education has been recognized as one of the priorities in ensuring the social development of the Republic of Uzbekistan. Radical renewal of the education system, which is a priority area, enriching its content, the introduction of advanced pedagogical technologies in the education system and raising it to the level of world education are the main ideas of educational reforms in the country.

As indicated in the documents of state importance, primary education is an important component of continuing education in the country, and its effective organization can be an important guarantee of success in the next stages of education. After all, the skills and spiritual and moral qualities acquired by students in primary schools are further enhanced when studying in basic schools, new types of educational institutions (secondary special vocational education institutions - academic lyceums, vocational colleges) and higher education institutions; there is an opportunity to enrich, to strengthen. In this regard, the organization of primary education, in particular, to make it effective, is an extremely responsible process.

A sense of responsibility on the part of each person ensures that he or she performs his or her duties diligently and in accordance with existing requirements. Complete fulfillment of the assigned task will help to achieve new achievements in the process of a certain activity. Therefore, in an environment where market relations take precedence in society, the system of continuing education faces the task of forming students with a sense of responsibility.

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II. LITERATURE REVIEW

The concept of “responsibility” in Arabic means “to be in charge of something”, “to deal with”, and means responsibility for the consequences of an action [5.55]. In the Uzbek language, the concept of "responsibility" is used directly as an alternative to the concept of "responsibility". For example, state responsibility, legal responsibility, administrative responsibility, etc.

The encyclopedia “Upbringing” tries to reveal the socio-philosophical, pedagogical and psychological essence of the concept of “responsibility”. The study initially defined the concept of “responsibility”. That is, responsibility is the responsibility for the consequences of actions and their consequences [5.2]. It is necessary to state the following opinion on the definition given here: the concepts of consequence and result represent essentially the same phenomenon, that is, the final state of behavior, event, process, and situation. For this reason, it was sufficient to interpret the term “consequence” as “responsibility for the consequence” rather than the term “consequence” itself. The full definition would be: responsibility - responsibility for actions and their consequences.

III. DISCUSSION

In our view, responsibility is the feeling of responsibility for the performance of a particular behavior, professional or social activity, as well as for a full understanding of the duty to a particular group or members of that group. Accordingly, responsibility is manifested in different ways (types of liability in essence):

- Responsibility for performing certain actions.
- The responsibility of an individual to perform a particular professional activity.
- Responsibility to a particular group or its members.
- Responsibility of a citizen of the society in the implementation of social activities.

Hence, responsibility is a sense of responsibility on the part of an individual in the organization of a particular behavior, professional or social activity, as well as a full understanding of the duty to a particular group or members of that group. Also, responsibility is not a form of self-government of an individual, but rather his behavior and attitude towards others, which acquires the character of individuality and sociality.

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

Step 1 - to build a good, acceptable respectful relationship with the children.

Step 2 - to establish a relationship with children in the spirit of moderate work on the basis of learning activities, to develop the interest of children in learning.

Step 3 - to work with children in a strong learning environment and through this collaboration to gradually teach them how to carry out learning tasks independently, to train children in a sense of responsibility for learning” [6.36].

The sense of responsibility that needs to be nurtured in primary school students is manifested in the following forms (manifestations of a sense of responsibility):

- Responsibility for organizing learning activities.
- Responsibility for completing team (class) assignments.

- Responsibility for relationships with teachers, peers and others.
- Responsibility for adherence to daily routine and behavior.
- Responsibility for the environment and nature conservation.
- Responsibility for socially useful work and labor activities, etc.

At the same time, it is expedient to reveal the general essence of the process of forming a sense of responsibility in primary school students. Therefore, the following is the responsibility of the student in the organization of play, study and work activities and its essence.

Play is one of the most important components of the activities of primary school students, as it is in preschool children. Organizing and participating in the game is especially important in cultivating in students such qualities as acting as a team, fulfilling this or that obligation to the team, fighting for the team's reputation, helping their teammates or peers, assessing the situation correctly, striving for success. In most cases, participation in the game is voluntary

responsibility is formed spontaneously and is manifested on the basis of the life experience gained by it, the elements of the spiritual and moral qualities formed, imagination, views, level of consciousness of being, as well as psychological features.

In primary school students, "responsibility is as primitive as an emotional-personal trait. At this age, this trait is only formed. It doesn't have time to become a firm belief. ... The sense of responsibility for reading becomes more imitative. The fact that children show a sense of responsibility for reading is not due to an understanding of the social and personal importance of reading, but because of the demands of parents and teachers" [6.26].

In small school-age students, play responsibilities are somewhat stabilized and pedagogical consideration is required to make them more robust. Therefore, when using didactic and educational games in the classroom and outside the classroom in primary education, the teacher should make sure that students are responsible for it during the game.

In this regard, it is important for teachers to pay attention to the following:

1. Teachers emphasize the importance of taking responsibility for the tasks assigned to students before starting the game.
2. To achieve the full implementation of the goals and objectives of the game as much as possible, to draw the attention of participants to them.
3. Encouraging them to work towards their end result also gives good results.

The sense of responsibility of primary school students in the organization of play activities helps them to decide on a responsible approach to work, including learning activities. Therefore, it is a step towards the goal that teachers want to emphasize to students before starting the game that it is important for them to take responsibility for the tasks assigned to them. It also gives good results, as far as possible to achieve the full implementation of the goals and objectives of the game, to draw the attention of the participants to them, to encourage them to work towards the final result.

The responsibility of organizing work activities is a new, uniquely important area for students in the primary education system. Activities in this area are organized in order to form in students the basic skills and abilities to organize socially useful work. In primary schools, socially useful work is organized in order to organize class shifts, to ensure that classrooms are clean and tidy, to ensure the smooth running of classes.

Socially Useful Work in Primary School:

1. Organize class shifts.
2. Ensure that classrooms are clean and tidy.
3. Training is organized in order to achieve a smooth transition. For this purpose, students are involved in activities such as classroom equipment: dusting desks and tables and chairs, preparing the blackboard for the next lesson or for the next exercise.

The organization of class shifts is especially important in the formation of a sense of responsibility in primary school students. After all, being on duty not only imposes certain tasks on students, but also teaches them to take the process seriously. The teacher's regular monitoring of students' activities during the shift, increasing students' attention to the timely elimination of mistakes made by them, verbally encouraging and evaluating the behavior of students who are able to organize the shift at a high level, make them want to take the process more seriously.

The above-mentioned situations lead to the formation of a responsible attitude to work in students. Being responsible for work, in turn, is the most important component of ethics. The main features of a responsible attitude to work in primary school students:

1. Conscious and responsible approach to work assignments;
2. Discipline;
3. Ability to demonstrate independence;
4. Willingness to help their peers;
5. Elements of initiative;
6. Cooperation with peers;
7. Develops the ability to anticipate the results of activities.

Teaching elementary students to have the right attitude with learning tools also helps to instill in them a sense of responsibility for their work activities. In order to teach students to properly interact with teaching aids, the teacher should organize the following practical actions:

1. Students are taught that school supplies are their personal property, that parents have spent money to buy them, and that the money has been earned through parental labor that children should value their parents' work, and that careful and proper use of school supplies is the responsibility of students. -Explain that mothers value their work.
2. Familiarize students with instructions on the proper use of teaching aids. Particular attention should be paid to the fact that the instructions include:
 - 1) Not to draw on tables and chairs, not to break their legs;

- 2) Use of books, diaries and writing programs on the basis of putting special folders on their covers (this protects the covers of books, diaries and writing programs from getting dirty and scratching various lines);
- 3) Reading books with two pages open, placing them on a desk or table (the openness of a single page means that the book is automatically folded in the middle, which leads to the book being separated from the cover or the middle);
- 4) Not to include textbooks or diaries in books (which also causes the cover or pages to separate);
- 5) Not to paint the pictures given on the pages of textbooks or to draw different pictures;
- 6) Carrying a pen, eraser, ruler, ordinary and colored pencils in a special box (pencil) (this prevents staining of books and writing programs in pen ink, ruler, as well as breakage for pens);
- 7) If you have to bring food from home to school for lunch, put it in a special case (this will prevent the contamination of school supplies with oil or syrup, while maintaining the sanitary condition of the food).
- 8) Not to treat learning tools as toys;
- 9) care not only for teaching aids, but also for classroom equipment (for example, not to break flowers, but to take care of them, not to damage windows and doors, not to crack windows, not to use visual aids, etc.).

The formation of a responsible approach to learning activities plays an important role in cultivating a sense of responsibility for the organization of labor activity in primary school students. Consequently, reading is the main form of activity of primary school students.

“A responsible attitude to reading is an active, effective attitude. It is impossible to study it with knowledge and to achieve concrete results in education, perseverance, self-critical attitude, diligence. Responsibility is combined with the need for students to acquire independent knowledge, to apply it creatively in practice, to constantly expand and deepen knowledge” [6.4].

“A responsible approach to learning requires the student to consciously implement the acquisition of solid knowledge. He approaches the basics of science as an objective necessity to increase his level of knowledge, to take academic tasks seriously. If the student understands the social goals of education as his own personal goal, his sense of responsibility leads to an increase in the level of activity of knowledge, a higher sense of duty and responsibility of the student, the correct assessment of his work, team achievements and more. The ability of the student to feel responsible for reading, to be sufficiently active in reading activities in civic and life positions, reflects the ideological and moral psychological state of the person.

A responsible approach to learning characterizes children's readiness to take on a part of moral responsibility for the successful implementation of their ideas, goals of education and knowledge” [6.24].

As mentioned, each student is a member of a specific class team. Therefore, he must be able to perform certain duties to his team, taking into account the requirements set by the team. Typically, in elementary school, students are required by the team to:

- 1) Arrive on time;
- 2) Not to miss classes without a reason;
- 3) To be neat and orderly;

- 4) Perform class shifts as a team member;
- 5) Listen to the instructions of teachers;
- 6) Get along with classmates;
- 7) Assisting classmates when necessary (e.g., receiving messages from sick classmates, giving them topics in various subjects learning assistance);
- 8) Active participation in various competitions with the team;
- 9) Regular participation in extracurricular or extracurricular activities;
- 10) Conscientious performance of the duties assigned to him as a class duty officer;
- 11) Assist in equipping the classroom (for example, decorating the classroom with houseplants);
- 12) To contribute to the funds raised through parental sponsorship for the repair of a classroom or school building;
- 13) Encourage their parents to have a full class or school parent meeting (class teachers usually inform parents about their class or school parent meeting through their students. Students should notify their parents in a timely manner have a major impact on the quality of the meeting. Therefore, the timely delivery of the message to the student's parents means that he or she is fulfilling his or her duty to his or her team).

Primary school students are equipped with knowledge of natural sciences, such as "The world around us" and "Natural sciences", as well as "Reading", "Etiquette" and "Constitution lessons". As students master the rules of dealing with the environment and nature, they realize the need for a responsible approach to this process. This is why their attitude towards the environment and nature is also seen as an important aspect in the primary school students' sense of responsibility.

Psychological and pedagogical teachings emphasize the importance of labor in the formation of personality over the centuries. After all, labor ensures the growth of a person not only physically, physiologically, but also spiritually. In the process of work, a person's consciousness develops, his thinking expands and his worldview enriches. Through work, a person develops a positive attitude towards others. According to modern psychological approaches, the attitude to labor and labor activity creates the following two conditions: 1) the effectiveness of labor is ensured; 2) an opportunity is created by the person to achieve certain achievements and successes. At the same time, work builds confidence in a person's own strengths and abilities. It is important to make effective use of the educational impact of labor, to involve the primary classes in various socially useful activities. It is also a pedagogical task to form a sense of responsibility in primary school students on the basis of the possibilities of educational disciplines and spiritual-educational activities.

In recent years, the achievement of human health and its protection, prevention of various infectious diseases has been recognized as a universal problem, and large-scale social efforts are being made in this direction. The first requirement of human health is to strengthen the responsibility of each person for the protection of personal health. In this regard, it is expedient to form personal health protection skills in primary school students through the teaching of academic subjects and the organization of a series of spiritual and educational activities in the extracurricular environment. Achieving a sense of responsibility for the protection of personal health of primary school students is an indication of the effective organization of pedagogical activities.

IV. CONCLUSION

Thus, it is expedient to pay attention to the formation of a sense of responsibility in students from the time of primary education. Consequently, the qualities formed in the student's behavior during this period are strengthened in the later stages of the system of continuing education. The primary education system ensures the effective conduct of learning activities, which play an important role in the lives of students, based on the achievement of a responsible approach to the process of play and work.

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