



A PERSONAL VALUE APPROACH MODEL FOR ELEMENTARY LITERACY INSTRUCTION

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Article history:	Abstract:
Received: 1 st March 2023 Accepted: 3 rd April 2023 Published: 6 th May 2023	The worldview emerges as the context of the conceptual interpretation of the value relationship of the individual, the behavior as the norm, and the value relationship as the invariant to the system. In this way, the spiritual management of the knowledge of existence and the personal value approach is directed, and the content determines the behavior and attitudes of the individual. Therefore, education can be seen as a process of internalization of socially-organized universal values.

Keywords: Value, upbringing, behavior, personality, conflict, educational activity, psychological-pedagogical.

INTRODUCTION. The development of our country is related to the issue of forming the personality of people who are well-rounded in all respects. For this, first of all, it is necessary to pay special attention to the training of pedagogues who undertake the task of forming a new worldview, independent thinking and high moral qualities in their minds. President of the Republic of Uzbekistan Sh.M. Mirziyoyev said, "It is very important to solve another problem: it is the professional level of pedagogues and teaching staff, their special knowledge. In this regard, it is necessary to create an environment that actively supports the processes of education, issues of spiritual and educational maturity, and the formation of real values.¹ – his opinions justify the urgency of the problem. At the same time, they should embody all the qualities and qualities characteristic of oriental manners, including respect for elders, sweet words, kindness, honoring the country, generosity and acquiring knowledge. In this regard, the main source for us is the national values, which embody the moral views and procedures characteristic of our nation.

RESEARCH METHODOLOGY. Each person has a set of needs, which are the primary stimuli of human activity and behavior. A need is a contradiction, a discrepancy between what is available and what is needed for a person. More precisely, these are the conflicts between a person's desire, need, and what he actually has. Such conflicts encourage a person to act in order to satisfy needs, create motivation for activity. A person starts looking around for an object that can satisfy his needs and resolve a conflict situation. Such

objects can be material, spiritual or in any other form according to human needs.

In such a situation, any object, process or event that serves to meet the needs of a person becomes important for him, that is, it becomes valuable. Personal value orientations reflect a person's orientation to certain values based on the type of needs he or she currently has. Focusing on these values, a person adapts his activities to the direction of these values[3].

Based on the analysis of the studies of L.S. Vygotsky, L.I. Bojovich, E. Erikson, we found that the attitude and sensitivity of elementary school students to values can be in the following directions: a) sensitivity to spiritual and moral values, i.e. attitude towards the voluntariness of cognitive processes in students, their characteristic, the existence of an internal action plan, b) sensitivity to conscious goals and actions to achieve a certain success, that is, their voluntary regulation, generalization of experiences, etc. due to age characteristics, such as intensive formation of moral feelings, unlimited trust in adults, awareness of one's own value, sense of competence, dominance of cognitive needs, development of self-awareness, ability to distinguish play and work we consider liq[4].

ANALYSIS AND RESULTS. A value orientation is defined as a focus on a particular direction of values. The following interconnected phases of the orientation process have been identified: mastering personal values; personality change based on internalized values: self-projection and self-prediction of the individual[17].

¹Мирзиёев Ш.М. “Танқидий таҳлил, катъий тартиб интизом ва шахсий жавобгарлик ҳар бир раҳбар

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Value orientation reflects the meaningful side of a person's orientation, his attitude to existence, and value orientation is considered as the subject's assessment of existence in relation to social values that are of personal importance to the subject[5].

Valuable approaches are reflected in moral ideals, which purposefully form a higher vision in the activity of a person. Ideals are the highest value of this system of worldviews, demonstrating the goals set in them.

Understanding value approaches as moral qualities creates a contradiction between sociality and individuality. In the conflict that has arisen, in turn, one becomes a victim instead of the other[18]. However, a humane person acts according to the requirements of the moral ideal.

And in life, it is still rare for a person to consciously understand the importance of awakening a person to active activity, self-education and self-development. Value as a force that awakens the motive of activity, when it is internalized by a person, provides the necessary moments of inner existence, when a person can clearly formulate the purpose of his activity, when he can understand its humanitarian meaning, when he finds effective means of realizing the goals, and timely control is clearly manifested only when one can correct and evaluate one's own behavior. Internalization leads to the transformation of universal human values into the higher psychic function of the individual[19]. The desired function of the culture of personality development is also manifested in an intersychic and intrapsychic form. At the same time, interiorization is carried out in conjunction with exteriorization - creative transformation of the environment by creating new objects. With the help of the latter, creation of needs is carried out, which forms the basis of the motivation of a person's valued attitude[6].

Nowadays, not only the events related to the past, but the students of the present time, the socio-spiritual events developing on the basis of the conditions and opportunities of independence are called value.

According to the interpretation of scientist M.O. Inomova, - "Values are material and spiritual needs and interests that satisfy one or another need of a person or society and serve their interests, and they can be the basis for approaching life from the point of view of value. In general, values are material and spiritual assets that have been formed and developed in the course of the historical development of society's life in the past, present and in the future, and which have a positive effect on social-political, economic and spiritual

development, and acquire social significance, absorbed into the mind of a person[20].

The educational process is an activity that is carried out on the basis of the effective cooperation of the teacher and students, who are related to each other. In this process, the development of the primary school student's personality, his knowledge, skills and upbringing are directly realized[7]. During the educational process, the teacher conveys the essence of the subject to primary school students through exercises. As students master the subject and acquire skills, they will have the ability to use it in practice. In the process of education, the student's identity uses several directions of mastering, it is based on specific differences in mastering, processing and putting into practice the studied resources. Also, in this process, educational and educational issues are solved in the form of cooperation of teachers and students in the course of the lesson, independent activities of students, extracurricular activities[21].

In the organization of educational events in primary classes, the characteristics of the development of the student's personality are implemented based on the following criteria:

strengthening of the motivation of the student to achieve success as a priority characteristic of the individual;

- to strengthen the conscious control of the student's behavior and activities;
- self-assessment and assessment of the level of established requirements;
- teach them to know their existing abilities;
- teaching to work; the emergence of social motives that are satisfied in relationships with adults and peers;
- increasing and deepening of knowledge, development of skills and qualifications, increasing interest in traditions and values of local and other peoples[8].

Forming the experience of valuable attitude in teachers is the main component of pedagogical activity. In the process of improving the literacy of primary school students, every teacher should, first of all, introduce students to national and universal values. Because an integral part of the teacher's pedagogical activity is the spiritual and moral formation of the young generation. According to scientists such as J.G.Yoldoshev, S.Nishonova, O.Musurmonova, B.B.Mamurov, V.A.Petrovsky, the forms of spiritual and moral education, teaching methods, views are not only in accordance with the specific requirements of the life of the country it develops in a dependent manner, but



is also directly related to the values, traditions, political process of the society, teacher's professional activities, views and social experience[9].

The pedagogue's attitude to national and universal values, his relations with the people around him and students, and the pedagogical culture formed in him, occupy a special place in the formation of the experience of valuable attitude in students. There are various pedagogical points of view in the field of formation of valuable attitude experience in students. It is specially recognized that the experience of valuable attitude ensures the spiritual maturity of students.

"Teacher-disciple" relations, which have a special place in the history of our nation, have a tolerant attitude towards others, listen to and accept their opinions patiently, support life-giving ideas, strive for goodness, and acquire good deeds. are the manifestations of an important personal value approach that took place from the social experience of the Uzbek people[10].

In order to form the experience of a valuable relationship in students, it is necessary to distinguish the sum of certain points of view, integrity, and the type of relationship. Valuable relationships are first established between children and parents, students and teachers. It is necessary to proceed from the goals of spiritual and moral education in the formation of valuable experience of students.

Value orientations embody indicators of teacher interests, needs, visions, and professional activities. The result of the teacher's experience determines his future activity and behavior. Any idea must first be born in the teacher himself as a component of personal experience. If the teacher himself does not have the experience of a personal valuable relationship, he cannot create this experience in students[11].

Study, play, work, and leisure are the leading types of activities in elementary grades. As a unique opportunity of the process of continuous spiritual education in primary classes: formation of personal and moral qualities of the child in the process of these leading activities; to expand understanding of life safety culture; broadening the imagination about choosing a profession and the role of professions in the life of society, forming a conscious attitude to work, explaining its role in human life; encourage self-expression in activities encouraged by adults; strengthening motivation for success; teaching self-assessment; an increase in the influence of relationships with peers; harmony of national and universal values in the process of studying national values; it is assumed that they will

be involved in like-minded associations in terms of their interests[12].

In the analysis of scientific literature, the purpose of education is to develop the skills and abilities of the correct, appropriate and accurate use of its opportunities, to develop the logical thinking of the student, to improve his communication skills, to inculcate nationality and national education in the mind of the student. it is emphasized that the use of values and traditions in education and the formation of perfection qualities in a person[14].

A person's behavior is an important indicator of his uniqueness. The student's external behavior does not allow to make a comprehensive judgment about his internal situation. According to M.M. Bakhtin, a person is not a subject of behavior, but a subject of a system of behavior. Scientific approaches to the activity of a person are the basis for drawing theoretical conclusions that they should be analyzed as a whole[15].

In the technological model of increasing literacy based on the approach of personal values in primary school, the main focus is on the formation of national, spiritual-moral and personal values in students during the process of studying in 3-4 grades and doing independent work from native language classes. According to the model, this process is carried out in three stages[16].

CONCLUSION/RECOMMENDATIONS. According to the content of values, they are divided into such types as political, legal, religious, spiritual, moral, universal cultural, universal human, life and labor values. The terms pedagogic, didactic, educational, educational values, which belong to the type of universal values, are used more and more in the science of pedagogy.

His knowledge is the main pedagogical factor in defining the directions of personal values. The system of knowledge and values that make up the content of educational subjects serves to form students' views on personal, social, national, and universal values.

Based on the analysis of the state educational standards for primary education subjects, which can contribute to the spiritual development of students of junior school age (human, knowledge, creativity, work, family, Motherland, world, culture) we found that in the future students will determine the system of moral values. In the course of education, activities such as realizing the essence of values, understanding and evaluating them take place on the basis of their spiritual and practical experience. A child who has his own value system, in turn, becomes a subject who can contribute to the development and mastering of the world.



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