



PSYCHOLOGICAL CHARACTERISTICS OF FORMING A SENSE OF RESPONSIBILITY IN FUTURE EDUCATORS

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Abstract: Education should be done primarily by parents in the family, neighbors and community activists, and teachers at school should always be aware of this. In educational activities and in a group of peers, a young student, first of all, forms willful character traits such as independence, self-confidence, responsibility, determination, endurance. The formation of moral behavior is a multifaceted activity of children. Self-control is an important feature of the will of a young student. Leontiev showed that boys are the most impulsive in their behavior, and girls are restrained.

Keywords: responsibility, manners, morals, impulse, determination, endurance, trust, character, independence, school.

The school is the main link of the system of education of the young generation. At each stage of a child's education, a specific aspect of upbringing prevails. Moral education in the education of elementary school students is as follows: children learn simple moral standards, learn to follow them in various situations¹. Education is first of all in the family, parents, neighbors and activists in the neighborhood, teachers in the school should always be aware of it. Young people education and upbringing As a result of neglect, young people's ambivalence, indifference, indifference and indifference to the events of social life lead to insufficient formation of faith in them, and they remain without faith or indifference². The formation of moral behavior occurs in the process of children's multifaceted activities (games, reading), in their relationships with peers, younger children and adults in various situations. In educational activities and in a group of peers, a young student, first of all, forms willful character traits such as independence, self-confidence, responsibility, determination, endurance. An important feature of the will of a young student is self-control. This feature is primarily manifested in the ability to obey the demands of adults. Many students are able to prepare their own lessons, limiting their preferences and leisure needs. A negative character of behavior - impulsivity is observed in a junior school student. As a result of the increased sensitivity of this age, the child quickly focuses on unexpected stimuli, everything that attracts him with his novelties. Leontiev showed

¹Zudilina I. Yu. Adult psychology: methodical recommendations. – Kinel: RIO SGSXA, 2017.

²Jabbarov A.M. Psychological and ethnic characteristics of the Uzbek school teacher. Psychol. science dr. diss. T.: 1999 -88- p.



that boys are the most impulsive in their behavior, while girls are restrained³. The authors attribute this to their special position in the family, where they do housework to organize their daily lives and have more restrictions, which helps them to maintain self-control. Young school students often do not believe in their actions. Unknown and fearful junior high school students are a new, unfamiliar environment for them, in the absence of solid knowledge, as a result of repeated failures. Persistence is the most important feature, especially in the 3rd grade. With his help, students are achieving great success. At primary school age, emotions play an important role in volitional actions, they often become the motives of behavior. At this stage, the development of will and emotions takes place in a constant interaction. In some cases, emotions contribute to the development of the will, in others they are the opposite. For example, under the influence of the school community, the rapid development of moral feelings (a sense of duty, friendship, etc.) becomes the motive for voluntary actions of third graders. At first these emotional desires are determined by personal motives. A first or second grader responds with external consequences when prompted. From the point of view of voluntary regulation of the behavior and activity of the young student, it is important that the tasks are of optimal complexity . This gives the experience of success at the beginning and thus makes the goal more accessible, which in turn activates further actions. Very difficult tasks can cause a negative experience of the student, refusal of actions. Very easy tasks do not contribute to the development of will, because the student learns to work without much effort. Another condition for students to demonstrate organization, responsibility, determination and other willful qualities is the organization of activities that see him striving for a goal and implement it as a result of his actions and efforts. The teacher must teach the sequence and appropriateness of actions, that is, create the necessary conditions for the development of the will. Responsibility, according to A. Maslow, implies the existence of a certain level of self-control, behavior, that is, emotional volitional sphere and⁴moral formation . The educational system that reflects these rules is quite different from the traditional system: students independently plan the performance of certain tasks, distribute tasks, monitor their implementation, and define a system of sanctions for themselves. The teacher provides perfect help at all stages of the task . A whole set of other qualities and skills of a person serve as components of responsibility. Among them are honesty, fairness, adherence to principles, readiness to answer for the consequences of one's actions. If a person does not develop emotional characteristics, these qualities cannot be successfully implemented: the ability to empathize, sensitivity to other people. The performance of any duty requires the manifestation of other willful qualities: perseverance, diligence, perseverance, endurance . Thus, responsibility is manifested not only in character, but also in feelings, perception, awareness, worldview, and various forms of personality behavior . Let's look at the manifestation of this quality in children of primary school age . Among the indicators of responsibility of this age group, EFNikolayeva said: - the child's understanding of the necessity and importance of following instructions that are important for others ; - the focus of actions on the successful completion of given tasks, the emotional experience of the task, its essence and result; - to understand the need to take responsibility for the performance of the assigned

³ Leontev A. N. Deity. Soznanie. Lichnost. - Moscow: Prosveshchenie, 2015 - p . 114

⁴ Maslow A. Po napravleniyu k psichologii bytiya. -Moscow: EKSMO, 2016. -68- p



work⁵. In the process of quality formation, children require a lot of attention at primary school age. This process depends on how the child's activity develops and becomes more complicated (play - education - work), which activity is the leader at the moment, and how his place in the system of social relations changes. Therefore, the responsibility of a junior high school student can be said to be a relatively stable quality that manifests itself at the level of habit, emotional impulse or conscious, willful tension. The responsibility of a young student can be called a relatively stable quality that manifests itself only at the level of habit, emotional impulse or conscious-willed effort. His emotional life begins to change due to the general development process of a young student, changes in his lifestyle, serious changes that occur due to some goals set for him. New experiences appear, new tasks and goals appear and attract themselves, a new, emotional attitude to a number of events and aspects of reality is born, which leaves the preschool child indifferent. Young schoolchildren are distinguished by sensitive emotional and volitional areas. At this age, the moral, emotional and volitional sphere begins to form, including responsibility. It is necessary to emphasize the importance and necessity of parents' and teachers' supervision of the formation of these processes in children of primary school age. Educating young people to become free-thinking, innovative and well-rounded people is one of the important processes that is carried out from the primary grades. For this reason, the content of education is being radically updated. In the period of junior school age, the motivation of independent education arises in the child, and they arise with interest in additional resources and reading books on various topics along with acquiring knowledge in the simplest form. Social motives cause the first-grade child to acquire a practical character in understanding the reasons for the need to read and learn from a non-differentiated, general understanding, and to understand the content of reading "for himself". The formation of the student's educational independence based on motives depends on the educational conditions that develop it. What is being done and why it is being done should be clear to the child. Motives are of great importance in the activities of elementary school students. Motives direct action to achieve a set goal. It is important to present the knowledge that the student independently seeks and acquires, not the knowledge given by the teacher. Tasks that require different mental activities lead to the development of students' knowledge. Activities included in the activities performed by primary school students are of great importance. Actions may vary. Simple actions (repetition of some actions), creative actions, practical and mental actions. A student can plan a complex task independently or perform it according to the teacher's instructions, which mainly requires the student to listen carefully to the topic and do it clearly. But independent performance of complex tasks requires him to act independently, find ways and methods of completing the task independently. If all organizational conditions are not created for elementary school students, the developmental potential of any activity will be lost. In order for the student's activity to acquire a developmental character, it should be constantly complicated. The content and tasks of the activity gradually become more complicated, the demand for the speed and quality of the tasks increases, it is necessary to be based on the independence of the students in performing the tasks and finding a solution. Therefore, the result of his activity should be monitored and evaluated by the pedagogue. It is necessary for a

⁵ Nikolaeva E.F. Adult psychology. - Tolyatti: Tolyattinsky Gos. un-t, 2017 -77- p



primary school student to know his successes and failures. In any case, the grade should serve as a stimulus for the student to engage in complex and interesting activities in the future. What has been shown is that the motivation field of junior high school students has changed, and their aspiration to occupy the "student position", i.e., to go to a place of general secondary education, has been satisfied indicates the emergence of learning motives of new relationships and social motives of several complex forms. By the end of the junior school period, students should have developed learning motives, that is, interest in acquiring new knowledge and not only general laws, but also specific ways of finding new knowledge. In order to determine the characteristics of the educational motivation of the students of junior school age who participated in our research, the dominance of internal or external motivation, the questionnaire method proposed by NG Luskanova can be used. In science, many psychodiagnostic methods are known that serve to study the characteristics of students' educational motivation. However, this methodology is concise, the questions in it reflect life situations that are typical for the student, the answer options are ready, it can be used both individually and in groups, and it facilitates the process of processing the obtained results. It depends on the educational conditions that develop the formation of the student's educational independence based on motives. What is being done and why it is being done should be clear to the reader. Motives are of great importance in student activity. Motives direct action to achieve a set goal. Presenting the knowledge that the student independently seeks and acquires, not the knowledge given by the teacher. Tasks that require different mental activities lead to the development of students' knowledge.

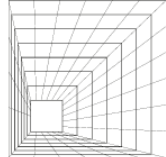
Actions included in the activity carried out by the student are of great importance. Actions may vary. Simple actions, creative actions, practical and mental actions. A student can plan and complete a complex task independently or follow the instructions of a teacher, which basically requires the student to listen carefully to the topic and perform it accurately. But independent performance of complex tasks requires him to act independently, find ways and methods of completing the task independently. If all organizational conditions are not created, the development potential of any activity will disappear⁶. In order for the student's activity to acquire a developmental character, it should be constantly complicated. The content and tasks of the activity gradually become more complicated, the demand for the speed and quality of the tasks increases, it should be based on the independence of the students in performing the tasks and finding the solution. Therefore, the result of the activity should be monitored and evaluated by the pedagogue. In any case, the grade should serve as a stimulus to encourage the student to engage in complex and interesting activities in the future⁷. In addition, based on the level of educational motivation, it allows to collect the necessary information to make a conclusion about which of the internal and external motivation is superior.

The standard evaluations developed for the methodology proposed by NGLuskanova allow determining the priority of internal or external motives in the system of students' educational motivation⁸.

⁶ Matyukhina M. V. Motivation Ucheniya Mladshikh Shkolnikov. — M.: Pedagogiya, 1984. — P.144.

⁷ Markova A. K. Forming motivatsii uchenia v skolnom vozraste: Posobie dlya uchitelya. — M.: Prosveshchenie, 1983. - S. 96

⁸ Shchukina G. I. Poznavatelnyy interes v uchebnoy deyatel'nosti shkolnika. — M.: "Znanie", 1972. — S. 32.



We all know that the famous French writer Victor Hugo's wise saying: To open a school is to close a prison contains the word purmana. That is, there will be education where the school is opened. Where there is education, there are students with high spirituality. Therefore, there is no need for prisons. Education and training are complementary concepts. In the primary classes, through the education lesson, the feeling of loyalty to the motherland, willpower, ideological immunity, as well as the development of their personal, emotional, speech, physical, creative abilities, and important qualities such as kindness, responsibility, tolerance, legal culture, hard work, are taught from childhood. At the same time, in the implementation of spiritual education, parents, educators, and teachers play an important role in developing respect for the national, historical, cultural values of their people, and careful attitude towards the environment. Knowledge acquired in youth is like a pattern carved ⁹in stone . Any knowledge and skills acquired during the youth of a person's life serve as the key to all the achievements he will achieve when he grows up. Childhood is a formative period of a person's life, in which the seeds for the future years of life are planted. The fact that our great scholars paid attention to education ¹⁰can be an example of our opinion that education is a matter of life - or death, or salvation - or destruction, or happiness - or disaster for us. The development of education is an issue related to the development and destiny of the country. The rapid development of the country and the well-being of its people are closely related to the education and upbringing of the youth in the country and the conditions created for them. December 31, 2019 - ¹¹Decision No. 1059 of the Cabinet of Ministers of the Republic of Uzbekistan on approval of the concept of continuous spiritual education and measures for its implementation, July 6, 2020 - General secondary education of the Cabinet of Ministers of the Republic of Uzbekistan Decision No. 422 was adopted on the measures to gradually introduce the science of education in educational institutions. Education textbook, Etiquette, Patriotism, the idea of national independence and the foundations of spirituality and technology combined. The subject of education was gradually implemented in the 1st - 9th grades from the 2020/2021 academic year, and in the 10th - 11th grades - from the 2021/2022 academic year within the general hours allocated to the subjects ¹². The purpose of the education science is to form life skills in the student in addition to imparting knowledge through the textbook, and gradually form the skill of setting a goal and striving for it in the child. In the education lesson for primary school students, in the 1st grade, the student is taught to define his dreams, and in the 2nd grade, the ability to set goals for himself is formed. In the 3rd grade, the student acquires the ability to try to realize his goals and dreams as a result of mastering the program. In the 4th grade, he can express a healthy reaction to the events happening around him, realizes himself as a person and analyzes his actions ¹³. Raising children's knowledge about the peculiarities of their native city and national traditions from preschool age and passing it on to the next generation is one of the urgent issues of today. Also, love, generous attitude towards relatives, compatriots,

⁹Alijon Karimjonov, Fariddun Ochilov "Problems of education in primary classes" Tashkent-2020

¹⁰ From the work of Abdulla Awlani "To love the country is from faith " .

¹¹ Resolution No. 1059 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2019 - On the approval of the concept of continuous spiritual education and measures for its implementation

¹² Alijon Karimjonov, Fariddun Ochilov - Problems of education in primary grades Tashkent-2020

¹³ N. Ismatova and others. Education: textbook for 1st grade. 1st edition.-T.: Publishing house named after Gafur Ghulam - printing creative house-2020



sympathy and compassion for someone's grief, and the system of working with them, moral and patriotic upbringing in the family is of great importance.

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