

HUMANITY IN PRIMARY CLASS STUDENTS STAGES OF CHARACTER FORMATION

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Abstract

As in any process, the formation of humane qualities in younger students goes through certain stages. Subtasks are solved at each stage based on an organic unit. The solution of partial tasks is aimed at achieving a single goal. The process of formation of humane qualities in junior schoolchildren is essentially carried out in four stages. The article talks about the stages of the formation of humane qualities in elementary school students.

Key concepts: schoolchildren, elementary school, elementary school students, humanism, humane qualities, formation, stages.

Introduction

In the first quarter of the 20th century, marginal culture (a mixture of national and foreign cultures) is spreading widely among young people. As a result of this, even among elementary school students, the priority of national values and their social importance are being sharply reduced. Reducing and eliminating the individual and social risk of this phenomenon requires a fundamental change in the content of the approach aimed at organizing spiritual and moral education in primary schools. In this case, it is important to rationally determine the stages of moral and moral education of young people, to clearly define the tasks to be performed at each stage, and to ensure their solution.

Given that one of the important directions of spiritual and moral education organized in primary classes is the formation of humanitarian qualities in them, the description of the stages of pedagogical activity aimed at this goal is discussed at the same place.

According to S. Yu. Senator, "in understanding the essence of the concept of humanitarianism, the approaches developed in the sciences of pedagogy and psychology, which serve to understand the spiritual and moral qualities of a person, are of great importance. Substantial humanitarianism is a moral principle that is a set of behavioral norms accepted in society. The essence of this principle is reflected in the recognition of a person's right to be free and happy, to be treated fairly by those around him, to demonstrate and develop his abilities as a high-level value. In addition, humanitarianism is the integrated qualities of a person, which represents the generalized description of his character, the practical implementation of the principle of humanism. [4, 26-27].

Psychologically, "elementary school students tend to be compassionate and do good things. Most of them help adults in organizing work activities, diligently fulfill the tasks given by

them. They treat their parents and loved ones with kindness, compassion, compassion for animals, and love for nature. At this young age, children are playful and always rush to help their peers, sharing their "pain". Elementary school students organize their actions according to the motto: "Do not do to others what you do not want them to do to you!" [1]. As K.T.Omarova, E.A.Nemchenko rightly noted, the humanitarian quality manifested in the person's image is visible in his attitude to existence, interaction with the surrounding people. In particular, "the formation of humanitarian qualities in elementary school students is carried out on the basis of many types of activities, in various forms of interpersonal relations" [3].

Initially, certain factors should be taken into account when determining the stages of formation of humanitarian qualities in elementary school students. N.V. Kuzmina believes that it is pedagogically effective to form a team based on such factors as the diagnosis goal, situational model, diagnosis methodology, "teacher-student relationship", control of student activity, evaluation of student activity, analysis of diagnosis results. The following are the stages of forming a team of students in primary grades using the factors indicated by the author

defines in order:

N.V. Kuzmina [2, p. 28] shows the expediency of carrying out the pedagogical diagnosis in the example of a student and a group of students according to the following consistency - in stages

Stage 1. Primary learning stage. At this stage, the possession of humanitarian qualities of elementary school students is determined and the results of the diagnosis are analyzed. During the research period, "What is good and what is bad?" (G.M. Friedman), "How to behave?" (I.B. Dermanova), "Diagnosing the level of education of primary school students" (N.P. Kapustina; modified), as well as "Sociometry of humanitarianism", "My behavior in this situation", "Indicator of virtues", "Rejection" based on the dissertation Based on the application of diagnostic methods called "identification", the indicators of the students' mastery of humanitarian qualities were determined. On the basis of the indicated indicators, the level of humanistic qualities of elementary school students was assessed and a general conclusion was reached.

Stage 2. Methodology development stage. At this stage, effective forms, methods, tools and technologies of an innovative character are selected, which serve to form humanitarian qualities in primary school students. During the research period, the practical importance of the following forms, methods, tools and technologies in the formation of humanitarian qualities in elementary school students was highly appreciated

(Table 1):

Humanism in elementary school students methodological support for the formation of qualities Forms Methods Tools Technologies

Diagnosis	Questionnaire	A life story	"City of Heroes"
Blitz poll Conversation Game	Mini test Mini case Exercise	A fairy tale Cartoon characters Subjects and their behavior Subjects Imaginary events	"A Sign of Humanity" "My hero" "Humanity Train"

Stage 3. The stage of developing a model of pedagogical activity based on a specific goal. At this stage, a model representing the content of pedagogical activities aimed at forming humanitarian qualities in elementary school students will be developed with the help of selected effective forms, methods, tools and technologies of an innovative nature. The basis of the model was formed by the following: the goal, expected result, tasks, priority principles, methodology, the progress of the practical activity process, the criteria, indicators and levels that evaluate the formation of humanitarian qualities in students, the state of achieving the expected result.

Step 4. The stage of organizing the process of pedagogical activity based on the developed model. Based on the model developed at this stage, a process aimed at forming humanitarian qualities in primary school students is organized. Initially, the didactic value of the recommended methodology for school practice was evaluated based on expert evaluation with the participation of qualified pedagogues and psychologists. Based on their recommendations, the content of the methodology for the formation of humanitarian qualities in primary school students enriched with certain changes and additions.

Step 5. Secondary learning stage. At this stage, the level of formation of humanitarian qualities in elementary school students is diagnosed through learning in life situations. "What is good and what is bad?" (G.M. Friedman), "How to behave?" (I.B. Dermanova), "Diagnosing the level of education of primary school students" (N.P. Kapustina; modified), as well as "Sociometry of humanitarianism", "My behavior in this situation", "Indicator of virtues", "Rejection" based on the dissertation Based on the re-application of diagnostic methods called "identification", the level of formation of humanitarian qualities in elementary school students was re-examined and evaluated.

Step 6. Correction, that is, the stage of organizing correctional activities. At this stage, deficiencies in the formation of humanitarian qualities in students are corrected through pedagogical observation and control. In primary school students, the following methodology was based on the purpose of correcting insufficiently formed humanitarian qualities in primary school students

(Table 2):

It is not sufficiently formed in elementary school students correction of humanitarian qualities

No	Methods.	Their essence
1.	1. "Goodbye, my "bad" habits" Students' "bad" habits are eliminated with the help of exercises	1. "Goodbye, my "bad" habits" Students' "bad" habits are eliminated with the help of exercises
2.	2. "Nature, come, let's make friends!" By bringing students closer to nature, their knowledge of animate and inanimate nature is enriched	2. "Nature, come, let's make friends!" By bringing students closer to nature, their knowledge of animate and inanimate nature is enriched
3.	3. "Humanity formula" Positive attitude towards others is formed in students with the help of life examples and problem situations.	3. "Humanity formula" Positive attitude towards others is formed in students with the help of life examples and problem situations.

Step 7. The final learning stage. At this stage, the level of practicality and efficiency of the model for the formation of humanitarian qualities in elementary school students is evaluated with the help of experts. The expert group was evaluated with the participation of teachers and psychologists who teach in elementary, middle and high classes and have many years of work experience. In the expert evaluation, the experts were asked to approach the content of the methodology recommended for practice and the preliminary test.

The results of the experimental work carried out in the course of the research confirmed the educational value and effectiveness of the methodology being implemented.

Thus, the formation of humanitarian qualities in elementary school students takes place in certain stages. During the research period, it was determined that the pedagogical activity aimed at forming humanitarian qualities in elementary school students consists of seven stages. At each stage, specific sub-tasks were solved, and the organic unity between them guaranteed the achievement of the goal. The proof of this idea was confirmed based on the results of the experimental work.

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