



DEVELOPING VALUE ORIENTATIONS IN PRIMARY SCHOOL CHILDREN

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Abstract

This article examines the development of value orientations in primary school children as a key area of modern education. It explores the concept of "value orientations," their role in the development of a child's personality, and their influence on behavior, relationships, and academic performance. Particular attention is paid to the psychological and pedagogical conditions for value formation in primary school, as well as the role of family, school, and teacher in this process. The article analyzes the main areas of educational work that contribute to the development of moral, social, cultural, and academic values in primary school students. The article concludes that targeted pedagogical work to develop value orientations contributes to the harmonious development of a child's personality and their successful socialization.

Keywords: Value orientations, primary school age, education, personality development, moral values, social values, primary school, pedagogical influence, socialization, educational process, spiritual and moral education, family and school, personal development.

ФОРМИРОВАНИЕ ЦЕННОСТНЫХ ОРИЕНТАЦИЙ У ДЕТЕЙ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА

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АННОТАЦИЯ

В статье рассматривается проблема формирования ценностных ориентаций у детей младшего школьного возраста как одного из ключевых направлений современного воспитания. Раскрывается сущность понятия «ценностные ориентации», их роль в становлении личности ребёнка и влияния на поведение, отношения и учебную деятельность. Особое внимание уделяется психолого-педагогическим условиям формирования ценностей в начальной школе, а также роли семьи, школы и учителя в этом процессе. Анализируются основные направления воспитательной работы, способствующие развитию нравственных, социальных, культурных и учебных ценностей у младших школьников. Описывается вывод о том, что целенаправленная педагогическая работа по формированию ценностных ориентаций способствует гармоничному развитию личности ребёнка и его успешной социализации.

КЛЮЧЕВЫЕ СЛОВА: ценностные ориентации, младший школьный возраст, воспитание, формирование личности, нравственные ценности, социальные ценности, начальная школа, педагогическое воздействие, социализация, учебно-воспитательный процесс, духовно-нравственное воспитание, семья и школа, развитие личности.

INTRODUCTION

The development of value orientations in primary school-age children is a key issue in modern pedagogy and psychology, as it is in primary school that the foundations of a child's personality, moral concepts, social attitudes, and behavioral patterns are laid. "In a broad pedagogical sense, education is a specially organized, purposeful, and controlled influence on a student with the goal of developing specific qualities, carried out in the family and educational institutions" [1]. During this period, children actively master the norms and rules of social life, learning to evaluate their own actions and those of others, as well as those of justice, responsibility, and respect.

The relevance of this topic stems from the fact that, in the context of modern social change, information saturation, and cultural diversity, the need for targeted



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pedagogical influence on the process of developing value orientations is increasing. School is becoming not only a source of knowledge but also a crucial space for the spiritual and moral development of the individual, where the foundations of civic position, moral convictions, and cultural norms of behavior are formed. Value orientations represent a complex system of stable beliefs, ideals, and attitudes that determine an individual's direction, behavior, and life choices. In primary school children, this system is actively developing and is highly susceptible to external influences. At this age, adult role models, emotionally charged situations, and peer interactions are particularly significant. Various social institutions influence the formation of value orientations: family, school, teacher, peers, and the media. The school and teacher play a leading role in this process, able to purposefully organize the educational process, create situations of moral choice, and instill strong positive values in children. "The typical teacher's stance is one of collaboration, which presupposes a businesslike level of communication. This stance projects the student as an equal partner in interaction and creates a trusting atmosphere" [2]. Of particular importance is the organization of educational and upbringing activities aimed at developing values such as kindness, respect, responsibility, hard work, honesty, mutual assistance, and love for one's homeland in primary school children. An essential condition is the creation of an emotionally supportive educational environment based on cooperation, support, and a respectful attitude toward the child's personality. The purpose of this article is to theoretically analyze the process of developing value orientations in primary school children, identify the pedagogical conditions and factors influencing their development, and define the role of the school and teacher in this process.

MAIN PART

Value orientations as the foundation for the personal development of primary school children

Developing value orientations in primary school children is a purposeful and systematic educational process, during which the child develops a system of moral, social, and cultural attitudes. These attitudes determine their behavior, attitudes toward people, work, society, and themselves. An important outcome of



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the educational process is the development of certain personal qualities in students. Among the most significant are: responsibility, discipline, kindness, honesty, respect for elders and peers, hard work, independence, collaboration, and empathy. These qualities form the foundation of a child's value-based behavior and determine their future development as an individual.

Primary school teachers play a special role in shaping value orientations. They act not only as a bearer of knowledge but also as the primary educational role model for children. The teacher's personality, behavior, attitude toward students, fairness, kindness, and professional culture directly influence the development of values in primary school students. Teachers create educational situations in which children learn to distinguish good from evil, correctly evaluate actions, and make moral choices. They also instill in students a respect for work, learning, and social norms. "Abdulla Avloni, in his work 'Flourishing Land and Morality,' considered the first pedagogy textbook written in the Uzbek language, placed particular emphasis on intellectual development and demonstrates the teacher's crucial role in this matter. He considers education and upbringing to be an inseparable, unified process" [3].

The family is the primary and most important environment for a child's socialization. It is in the family that fundamental values, norms of behavior, and the first concepts of morality are ingrained. Parents, by their example, shape their children's attitudes toward work, people, and the world around them. If values such as respect, mutual assistance, honesty, and responsibility are fostered in the family, they are gradually reinforced in the school environment. Therefore, effective education is only possible with close collaboration between school and family.

Educator A.S. Makarenko wrote: "Everything educates: people, things, phenomena, but above all, people" [4].

An equally important factor is the child's socialization within a group. Through interactions with peers, young students learn to interact, consider the interests of others, resolve conflicts, work in a group, and follow rules. The school community becomes a space where children gain experience in social relationships, learn cooperation, and embrace mutual responsibility. Various areas of education, which contribute to the development of value orientations, occupy



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a special place in educational work: Labor education aims to foster respect for work, industriousness, accuracy, and responsibility. Children's participation in feasible work activities (being on duty in the classroom, caring for plants, running errands) helps them understand the value of work and its significance for society. Patriotic education fosters love for the Motherland and respect for its history, culture, and traditions. Through lessons, extracurricular activities, holidays, and conversations, primary school students develop a sense of civic belonging and pride in their country. Moral education aims to develop moral qualities such as kindness, honesty, fairness, respect, and mutual assistance. It is realized through discussions of life situations, reading fiction, and organizing group activities. Aesthetic education fosters a sense of beauty, developing taste, and emotional responsiveness to art, nature, and the surrounding world. Thus, the development of value orientations in primary school students occurs through the unity of family, school, and the children's community. Only with a comprehensive approach, including the personal example of the teacher, family support, and the child's active participation in the social life of the class, is it possible to successfully develop a stable value system necessary for harmonious personal development.

CONCLUSION

The analysis conducted allows us to conclude that the development of value orientations in primary school-age children is a complex and multifaceted process that requires targeted pedagogical and family intervention. It is in primary school that the foundations of moral behavior, belief systems, and social attitudes are laid, which subsequently determine the child's personal development.

The Eastern poet and philosopher Abu Rayhan Biruni wrote: "Knowledge is achieved through labor and persistence" [5].

A child's personal development is the process of gradually shaping their individuality, including the development of thinking, feelings, behavior, values, abilities, and character under the influence of upbringing, education, and the social environment.

The child learns to understand themselves and others, make decisions, communicate, control their behavior, and understand social norms.



The main aspects of personal development:

- Intellectual development – the development of thinking, memory, attention, speech, and the ability to learn and analyze.
- Moral development – the formation of concepts of goodness, justice, honesty, responsibility, and respect.
- Emotional development—the ability to understand and express one's feelings and empathize with others.
- Social development—the ability to communicate, collaborate, live in a group, and follow rules.
- Willpower development—the development of independence, perseverance, and the ability to see things through to completion.

In elementary school, personal development is particularly active because the child:

- systematically engages in educational activities for the first time;
- learns to interact with the teacher and classmates;
- masters norms of behavior and responsibility;
- develops first stable values and beliefs.

A child's personal development is a comprehensive process of developing into an independent, socially and morally mature individual.

The main principles of developing value orientations include the principle of a humanistic approach to education, the principle of a personalized approach, the principle of the unity of teaching and upbringing, the principle of systematicity and consistency, and the principle of collaboration between family and school. Compliance with these principles ensures the effectiveness of the educational process and promotes the harmonious development of the personality of the primary school student.

The importance of developing value orientations lies in the fact that they form the foundation of a child's behavior and outlook on life. Through these values, young schoolchildren learn to distinguish between moral categories, demonstrate responsibility, respect, kindness, and hard work, and interact successfully with others. It is especially important to emphasize that stable value orientations are formed only through the combined pedagogical influence of the school, the personal example of the teacher, the educational role of the family, and the



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positive influence of the children's community. Only with such a comprehensive approach is it possible to develop a harmoniously developed personality capable of social adaptation and moral behavior in society. Thus, value orientations are the foundation of the spiritual and moral development of young schoolchildren and play a key role in their subsequent socialization and self-determination.

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