



**O'ZBEKISTON RESPUBLIKASI
OLIY TA'LIM, FAN VA INNOVATSIYALAR
VAZIRLIGI**



TERMIZ DAVLAT PEDAGOGIKA INSTITUTI

**ZAMONAVIY BOSHLANG'ICH TA'LIM:
INNOVATSIYALAR, MUAMMOLAR VA
RIVOJLANISH ISTIQBOLLARI**

**СОВРЕМЕННОЕ НАЧАЛЬНОЕ
ОБРАЗОВАНИЕ: ИННОВАЦИИ, ПРОБЛЕМЫ
И ПЕРСПЕКТИВЫ РАЗВИТИЯ**

**MODERN PRIMARY EDUCATION:
INNOVATIONS, PROBLEMS AND
DEVELOPMENT PROSPECTS**

**mavzusida Xalqaro ilmiy-amaliy anjuman
materiallari to'plami**

19-20-may 2023-yil

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STUDY OF THE CHARACTERISTICS OF EMOTIONAL AND EMOTIONAL QUALITIES IN THE EDUCATION OF PRIMARY CLASS STUDENTS

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Abstract: *In this article, the characteristics of emotional volitional qualities have been studied by psychologists and pedagogues, the main factors and reasons for these processes have been discussed.*

Key words: *Pedagogy, Psychology, Emotion, Will, Consciousness, Perception, Determination.*

Manifestation of will or, in other words, will power and emotional volitional behavior in different specific situations, requires talking about the emotional volitional qualities of a person, that is, characteristics. In this case, the concept of "emotional volitional qualities" itself, as well as a specific set of these qualities, remains rather vague. It also causes some scientists to doubt the existence of these concepts. A clear example of this is the chapters on will in several textbooks (K.M. Gurevich (1956); P.A. Rudik (1974)). They say nothing at all about willpower or emotional volitional qualities.

There are still great difficulties in distinguishing or identifying the concepts that denote emotional volitional activity. Does a child who demands that his parents buy him a toy that he likes right now show the characteristics of determination or stubbornness? Do discipline and initiative always characterize willpower? Why is persistence mentioned in psychologists along with courage? Where is the border between moral and emotional volitional qualities? Are all emotional volitional qualities also moral? These and a number of other questions are of interest not only from a theoretical point of view, but also from a practical point of view. Because the methods of diagnosis of emotional volitional reflections and pedagogical methods of the development of a specific emotional volitional quality depend on the solution of these problems.

V. A. Ivannikov in one of his works stated that all emotional volitional qualities can have different basis and they are phenomenologically summarized into one whole - will. In particular, "... analysis shows," he writes, "that all these qualities arise on the basis of other sources, and therefore they are not only related to the will." Therefore, on this basis, they cannot treat the role of specific signs of the will. In addition, if a person shows emotional volitional qualities in one situation, it reflects their absence in another situation.

Therefore, V. A. Ivannikov mentioned the concept of emotional volitional qualities and did not deny that they reflect psychic reality. But after a few years, V. A. Ivannikov changed his position. In the work of V.A.Ivannikov and Ye.V.Eidman, the idea was emphasized, according to which emotional volitional qualities as a special (situational) characteristic of emotional volitional behavior and emotional volitional qualities as a constant characteristic of emotional volitional behavior, or as long as they exist as personality traits. In this regard, the authors express the following opinion: "...if a person has strong ideas about his rightness in all actions and conclusions, about his ability to cope with any task, that is, if there is a stable high assessment of one's own capabilities and a high level of aspiration, then this person often shows determination in his behavior and other emotional volitional qualities, regardless of his real control over the situation. If these stable structures are supported by the real capabilities of a person, then one can think about emotional volitional qualities not only as specific characteristics of behavior, but also as its invariants, that is, personality traits.

This position is close to the opinions expressed earlier by V.I. Selivanov. Speaking about boldness, he noted that a person can display boldness at the level of mental states without possessing the quality of boldness and that "boldness, like other emotional volitional qualities, is a personality trait when it is not connected to a specific situation. is; and in all situations that require reasonable risk to achieve success, it remains an important mode of personal behavior."

P.I.Ivanov defines willpower as one thing with qualities of will. He says that willpower is an important quality of will. Different levels of willpower are seen in all emotional volitional processes. Willpower begins to appear first in aspirations; we distinguish between strong and weak aspirations, strong and weak desires. Willpower is again seen in the ability to quickly come to a decision and the strength of the decision.

Conscious determination and stability based on high ideal principles are signs of a strong will; indecisiveness, hesitancy, doubting the ability to implement the decision and laziness are signs of a weak will. Willpower is expressed in determination. Determination is full confidence and resistance to the implementation of a decision, as well as the determination to carry it out, no matter how great the difficulties. Jazm is self-command. It is evidence of a strong will, which can be seen in the fact that a person can immediately choose between life and death when it becomes necessary due to the demand of conscientious duty or the realization of a higher goal.

There is a significant conflict of opinions between pedagogues and psychologists regarding the nature, composition, quantity and classification of emotional volitional qualities. Some authors, when talking about the emotional and volitional qualities of a person, suddenly refer to another word combination - "quality of will" and thereby unknowingly equate will with the concept of a person. At first glance, this change does not seem to have any serious problems, but in fact, this situation creates certain theoretical difficulties. For example, V.A. Ivannikov writes that "without distinguishing the essence and characteristic features of emotional volitional qualities, it is considered insufficiently justified to consider them as belonging to the will, and the approach to understanding the nature of the will through these characteristics remains closed to us."

In another edition of the same book, V. A. Ivannikov again emphasizes that "the desire to see a unique structure - the will - under the emotional and volitional qualities of a person has not yet been explained by any significant evidence. On the contrary, there are many facts that indicate the independence of each emotional volitional quality and the fact that their formation is not dependent on each other... These facts make us doubt the existence of the will as an integral structure of all emotional volitional qualities."

As a conclusion, we can see the presence of emotional volitional qualities even in children of primary school age. First of all, if these qualities are properly directed and nurtured by their pedagogic teachers, we can observe that if goals and tasks are set according to the age, the achievement of results will be manifested in a very good coefficient.

We can see from the results of the research of many scientists, pedagogues and psychologists, that first of all, for the manifestation of these qualities, the situation must be adjusted accordingly, and the human mind will correctly perceive this and direct it. In children of primary school age, this situation differs from that of adults in certain respects. For example, the

problems that may arise with their perception, problems related to their age, their interest in the game and distraction from a certain situation are also very difficult for the teachers who teach them. sets complex tasks. Taking these circumstances into account, if we guide primary school students correctly, we will be able to achieve a positive result in the future.

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TA'LIMNI TASHKIL ETISHDA SEMIOTIK TA'LIMNING O'RNI

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Annotatsiya: Bugungi kun hayotimizni axborot texnologiyalarisiz tasavvur qilolmaymiz. Har jabhada axborot texnologiyalaridan foydalanamiz. Ushbu maqolada ham axborot texnologiyalarini umumiy bittada nomlaydigan semiotik ta'lim, uning turlari, foydali tomonlari, stratiyalari haqida fikr va mulohazalar yuritilgan.

Kalit so'zlar: Semiotik ta'lim, semiotika, semasiologiya, sotsiobiologiya, bioklimatologiya.

Hammaga ma'lumki, insoniy muloqot yoki kommunikativ xatti - harakatlari jo'natuvchi tomonidan yuboriladigan xabardan iborat bo'lib, u ma'lum bir kanal orqali yuboruvchiga etib boradi va u xabarni o'z ichiga oladi va keyinchalik uni qayta ishlaydi. Lekin bu oddiy ko'rinadigan sxemada son-sanoqsiz manolar yashiringan.

Semiotik ta'lim, yoki semiotik o'qitish, ta'limning bir tur malakasi hisoblanadi. Bu tasvir va ma'nolarni tushuntirishni o'rganishga hamda turli alomat va belgilarini tahlil qilishga qaratilgan ilmiy tadqiqotlarni o'rganishga asoslangan. Semiotika - bu odamning kommunikativ harakatida ma'nolarni yaratish va uzatish uchun belgilarni ishlatishni o'rganadigan ilmiy fan. Bu falsafadan kelib chiqqan va nafaqat til va so'zlarni, balki muloqot tizimida odamlar o'rtasida xabarlar almashish imkonini beradigan belgilar tizimining tabiatini tahlil qiladigan fan.

Semiotik ta'limning asosiy yo'nalishlari mahsulot va matn analizi, turli amaliyotlarni yoritish, shuningdek, sotsiologik asosdagi semiotik tadqiqotlarni o'rganishni o'z ichiga oladi.

Semiotik ta'lim o'qituvchilar va talabalar uchun juda foydali bo'lib, ularning tushunishida murakkab tasvir va matnlarga qulaylik keltiradi. Bunday o'qitishning muhim vazifalari shu bilan birga, semiotik nazariyalarni amaliyotga tatbiq qilish chora-tadbirlarini o'tkazish va ilg'or metodlarni

	<i>Niyoziy nomidagi O'zPFITI)</i>	
20.	ZAMONAVIY DARSLIK - TA'LIM SIFATINI OSHIRUVCHI OMIL. <i>Yuldasheva Sh., Zikiryoieva F., Primqulova E. (TDPU)</i>	87
21.	BOSHLANG'ICH SINFLARNI AXLOQAN VA PSIXOLOGIK RIVOJLANISHIDA TARBIYA DARSLARIDAN FOYDALANISH IMKONIYATI. <i>Rajabova Z.Y. (Qashqadaryo v.)</i>	90
22.	GRAMMATIK O'YINLARDAN FOYDALANISH ORQALI ONA TILI TA'LIM SAMARADORLIGINI OSHIRISH. <i>Jumaniyozova M., Bekchanova F. (UrDU)</i>	94
23.	ZAMONAVIY BOSHLANG'ICH TA'LIMNI RIVOJLANTIRISHNING ISTIQBOLLI ASOSI. <i>Jabborova O.M., Saparboyeva D. (ChDPU)</i>	99
24.	RIVOJLANTIRUVCHI TA'LIM STRATEGIYALARI. <i>Aslonova O.P. (QarDU)</i>	102
25.	BOSHLANG'ICH SINF O'QUVCHILARINING BILIM O'ZLASHTIRISHLARINI DIAGNOSTIKA QILISH. <i>Abdullayeva Sh.A. (TDPU), Norqobilova R.D. (TerDPI)</i>	106
26.	RIVOJLANTIRUVCHI TA'LIM TIZIMIDA BOSHLANG'ICH SINF O'QUVCHILARINING O'ZLASHTIRISH MUSTAQILLIGINI RIVOJLANTIRISH ASPEKTLARI. <i>Moyliyeva X.T. (Qarshi)</i>	111
27.	BOSHLANG'ICH SINF O'QUVCHILARINI ERTAKLAR ORQALI AXLOQIY TARBIYALASHNING XUSUSIYATLARI. <i>Shukurova O., Abduvohidov M. (GulDU)</i>	115
28.	BOSHLANG'ICH SINF O'QUVCHILARIDA INSON KAPITALINI RIVOJLANTIRISHNING STRATEGIK JIHATLARI. <i>Xalilova M.R. (Navoiy DPI)</i>	118
29.	БОШЛАНГИЧ ТАЪЛИМДА ЖИСМОНИЙ МАДАНИЯТНИ ЮКСАЛТИРИШНИНГ МАЪНАВИЙ-АХЛОҚИЙ ВА ТАРБИЯВИЙ ЖИХАТЛАРИ. <i>Шоназаров Ў. (НавДПИ)</i>	123
30.	BOSHLANG'ICH SINFLARDA MUSIQA DARSLARINING UMUMDIDATIK PRINTSIPLARI VA ULARNING QO'LLANILISHI. <i>Muratova S.A. (TDPU)</i>	128
31.	BOSHLANG'ICH SINF O'QUVCHILARINING O'ZLASHTIRISH DARAJASINI TIMSS XALQARO DASTURI ASOSIDA RIVOJLANTIRISH XUSUSIYATLARI. <i>Jabborova O.M., Saparboyeva D. (ChDPU)</i>	134
32.	BOSHLANG'ICH SINF O'QUVCHILARI O'QISH FAOLIYATINING O'ZIGA XOS XUSUSIYATLARI. <i>Shabbazova D.R. (TerDPI)</i>	139
33.	MATEMATIKA DARSLARIDA BOSHLANG'ICH SINF O'QUVCHILARINING KOMMUNIKATIV QOBILIYATLARINI SHAKLLANTIRISH. <i>Djurakulova A.X. (TerDU), Xoliqberdieva D.X. (TerDPI)</i>	144
34.	БОШЛАНГИЧ СИНФ ОНА ТИЛИ ВА ЎҚИШ ДАРСЛАРИДА АХБОРОТ-РЕСУРСЛАР ИНТЕГРАЦИЯСИ СИФАТИДА ЎҚУВЧИЛАРНИНГ НУТҚИНИ ЎСТИРИШ. <i>Пўлатова Ю., Каримова С. (БухДУ)</i>	147
35.	STUDY OF THE CHARACTERISTICS OF EMOTIONAL AND EMOTIONAL QUALITIES IN THE EDUCATION OF PRIMARY CLASS STUDENTS. <i>Salikhov T.M. (Bukhara State University)</i>	153
36.	TA'LIMNI TASHKIL ETISHDA SEMIOTIK TA'LIMNING O'RNI. <i>Abdusamatov A.S. (TerISU)</i>	158
37.	SINF DAN TASHQARI ISHLARDA BOSHLANG'ICH SINF O'QUVCHILARNI EVRISTIK FIKRLASHNI RIVOJLANTIRISH. <i>Xurramov R.S. (TerDU)</i>	160
38.	MATEMATIK QONUNIYATLARNI TOPISHGA DOIR MASALALAR. <i>Djurakulova A.X. (TerDU), Salomova B.E. (TerDPI)</i>	164
39.	BOSHLANG'ICH SINFLARDA TABBIY FANLARGA OID KO'NIKMALARNI SHAKLLANTIRISH. <i>Djumayeva M.M. (TerDPI)</i>	169
40.	BOSHLANG'ICH SINF O'QUVCHILARIDA EKOLOGIK TA'LIMNI RIVOJLANTIRISHNING MAVJUD HOLATI. <i>Chorshanbiyeva U.Ch. (Termiz sh)</i>	179

**ZAMONAVIY BOSHLANG'ICH TA'LIM:
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