

PEDAGOGICAL CONDITIONS FOR DEVELOPING A VALUE-BASED ATTITUDE TOWARD CHILDREN IN THE SOCIOCULTURAL CONTEXT OF THE REPUBLIC OF UZBEKISTAN

<https://doi.org/10.5281/zenodo.20791581>

Shakhnoza Akbarovna Abdullajonova

Senior Lecturer, Department of Primary Education, Kokand State University

sabdullajonova433@gmail.com

+998908552566

Abstract

The article examines the problem of developing a value-based attitude toward children among primary school students, taking into account the specific features of the sociocultural environment of the Republic of Uzbekistan. The theoretical foundations of this process are analyzed, existing challenges are identified, and pedagogical solutions are proposed.

Keywords

value-based attitude, primary school students, moral education, pedagogical conditions.

Аннотация

В статье раскрывается проблема формирования ценностного отношения к детям у учащихся начальной школы с учётом особенностей социокультурной среды Республики Узбекистан. Рассматриваются теоретические основания данного процесса, выявляются существующие трудности и предлагаются педагогические решения.

Ключевые слова

ценностное отношение, младшие школьники, нравственное воспитание, педагогические условия.

Modern transformations in the educational system of the Republic of Uzbekistan have increased attention to the child as the central figure of the educational process. In this regard, the formation of moral values and guidelines among children has become particularly important. As V. A. Sukhomlinsky emphasized, education is impossible without fostering a humane attitude toward other people. The relevance of this issue is determined by changes in the nature of children's communication. The decline of direct interpersonal interaction and the expansion of the digital environment affect the development of empathy. Under

these circumstances, schools must purposefully cultivate a value-based attitude toward others. According to L. S. Vygotsky, personality development occurs through social interaction, highlighting the importance of communication in education. The purpose of this article is to identify pedagogical conditions that contribute to the formation of a value-based attitude toward children among primary school students.

The development of a value-based attitude toward children among younger schoolchildren is a complex and multifaceted process that encompasses not only the cognitive sphere but also the emotional and moral development of the individual. In contemporary pedagogical science, this phenomenon is regarded as an integrative quality that includes awareness of another person's significance, emotional responsiveness, and readiness for constructive interaction. It involves not merely teaching children certain behavioral norms but also developing an internal position that determines their attitude toward other people. This process is particularly significant during primary school age, as it is at this stage that the foundations of moral consciousness are established and the first stable social attitudes are formed. Children begin to perceive themselves as part of a group, learn to interact with peers, and recognize them as equal participants in communication. During this period, empathy and the ability to understand and share the feelings of others actively develop. However, these qualities do not emerge spontaneously; they require purposeful pedagogical guidance.

The theoretical foundations of developing a value-based attitude toward children are based on cultural-historical and humanistic approaches. According to cultural-historical theory, personality development occurs through social interaction; therefore, the organization of communication and collaborative activities plays a key role in value formation. Humanistic pedagogy, in turn, views the child as a unique individual with inherent developmental potential that unfolds in an atmosphere of respect and support. A crucial factor in shaping a value-based attitude is the sociocultural environment in which a child develops. In the Republic of Uzbekistan, this environment is characterized by a combination of traditional and modern values. On the one hand, stable cultural attitudes such as respect for elders, the importance of family, mutual assistance, and collectivism are preserved. On the other hand, globalization, digital technologies, and new forms of communication increasingly influence children's interactions. These changes require educators to seek new approaches to upbringing that preserve traditional values while adapting them to contemporary conditions. The family plays a special role in this process as the primary social environment for a child's development. It is within the family that the first concepts of good and evil, justice and

responsibility are formed. Through their behavior, parents provide models of interaction that children later transfer to the school environment. When family relationships are based on respect and trust, children are more likely to develop positive attitudes toward their peers. Otherwise, educators face the challenge of correcting already established negative attitudes. The school, in turn, acts as a major institution of socialization where children gain experience in collective interaction. It is here that cooperation skills, conflict resolution abilities, and consideration of others' interests are developed. However, the effectiveness of this process largely depends on the organization of the educational environment and the pedagogical approach adopted.

One of the key problems of modern schools is the predominance of academic orientation in education. The pursuit of high academic achievements often leads to insufficient attention being paid to the educational and moral aspects of learning. As a result, children may demonstrate a high level of knowledge while experiencing difficulties in interpersonal communication. This is reflected in increased conflict, low levels of empathy, and an inability to cooperate. Overcoming this problem is possible through the creation of a system of pedagogical conditions aimed at developing a value-based attitude toward children. First and foremost, the role of the teacher should be emphasized. A teacher is not only a source of knowledge but also an important carrier of social norms and values. Their behavior, communication style, and attitude toward students directly influence the development of similar qualities in children. A teacher who demonstrates respect, tolerance, and fairness helps students adopt corresponding patterns of behavior.

Another important condition is the integration of educational and moral objectives into the learning process. This involves including elements in lessons that promote the development of moral qualities. For example, the analysis of literary works may be accompanied by discussions of characters' actions, motivations, and the consequences of their behavior. Such activities help children develop the ability to make moral judgments and engage in reflection. Active teaching methods are particularly valuable because they enable children not only to acquire knowledge but also to gain experience in interaction. Play activities represent a natural form of activity for younger schoolchildren, allowing them to model various social situations. Through play, children learn to cooperate, distribute roles, and consider the interests of other participants. This creates favorable conditions for the development of empathy and mutual understanding. Project-based learning also plays an important role in fostering a value-based attitude. While working on a common task, children learn to cooperate, make

decisions, and take responsibility for outcomes. Joint activities promote communication skills, mutual assistance, and respect for others' opinions. In this process, the teacher serves as an organizer and coordinator who guides students' activities and helps resolve emerging difficulties. Interactive teaching methods such as discussions, role-playing games, and collaborative problem-solving contribute to the development of communication skills and social experience. During discussions, children learn to express their thoughts, justify their viewpoints, and consider the opinions of others. This promotes respect for those around them and helps form a culture of communication. An important aspect is the creation of a positive psychological climate in the classroom. An atmosphere of trust, support, and mutual respect encourages the development of the child's personality and positive qualities. In psychologically comfortable conditions, children feel confident, enabling them to take initiative and actively participate in collective activities. Practical experience shows that systematic work in this direction leads to significant positive changes. Students become more attentive to others, show initiative in helping, and demonstrate a willingness to cooperate. The level of conflict decreases, and the psychological climate in the classroom improves. Children begin to recognize the importance of other people and take their interests into account in their behavior.

Thus, the development of a value-based attitude toward children is the result of purposeful and systematic pedagogical activity that includes cooperation between family and school, the use of modern teaching methods, and consideration of sociocultural characteristics. Only a comprehensive approach can ensure the formation of stable moral values among primary school students, supporting their successful socialization and further personal development.

REFERENCES:

1. Nazarova Z. *Pedagogy and Psychology of Upbringing*. – Tashkent, 2018.
2. Semenikhina S. *Project-Based Learning in Primary Education*. – Moscow, 2020.
3. Abdullajonova Shakhnoza Akbarovna. *The Educational Process as an Integral System*. International Journal, Vol. 4, Issue 3, 2025.
4. Abdullajonova Shakhnoza Akbarovna. *Conflicts Between Teachers and Parents*. International Conference on Teaching, Education and New Learning Technologies, 2023/2, pp. 535–540.

5. Abdullajonova Shakhnoza Akbarovna, Alisherova Khusnidabonu Ismoiljon qizi, Ismoilova Mashkhurakhon Obidjon qizi. *Pedagogical Etiquette*. Published May 13, 2024, Version v1, pp. 46-53.
6. Musharraf, A. (2023). BOSHLANGAN SINFLAR O'QUVCHILARIGA SO'ZLAR MANOSINI TUSHINTISH METODIKASI. *Ustozlar uchun*, 24 (3), 10-13.
7. Abdulxayeva, M. U. (2024). TIL VA NUTQ HAQIDA OLIMLARNING FIKRLARI. *Экономика и социум*, (5-1 (120)), 32-35.
8. Abdulxayeva, M., & Mukhtaram, I. (2024, may). ERTAKLARI-AJODALARIMIZNING TA'LIMLARI VA NASILLARI. *Xalqaro global konferensiyada* (1-jild, 7-son, 125-128-betlar).
9. Abdulxayeva, M. va Umidaxon, M. (2024, may). BOSHLANGICH SINFLARDA XALQ OG'ZIQ IJODINING AHAMIYATI. *Xalqaro global konferensiyada* (1-jild, 7-son, 129-132-betlar).
10. Abdulxayeva, M., & Gulchiroy, M. (2024, May). IKKI NUQTA VA UNING QO'LLANILISH O'RINLARI. In *International Global Conference* (Vol. 1, No. 7, pp. 66-68).
11. Abdulxayeva, M., & Umidaxon, A. (2024, May). BOSHLANG'ICH SINFLARDA MATEMATIKA O'QITISHDA INTERFAOL METODLARDAN FOYDALANISH. In *International Global Conference* (Vol. 1, No. 7, pp. 69-74).
12. Umidaxon, A. (2023). BOSHLANG'ICH SINFLAR O'QUVCHILARINING BILIMLARINI BAHOLASHDA MANTIQUIY MASALALARNING O'RNI. *Ustozlar uchun*, 24(3), 17-24.
13. Musharraf, S. M. K. A., & Baydemir, H. (2024, May). VERGUL VA UNING USTIDA MASHQLAR. In *International Global Conference* (Vol. 1, No. 7, pp. 121-124).
14. Musharraf, A. (2023). ONA TILI VA O'QISH SAODATI DARSLARIDA DIDAKTIK USULLARNING O'RNI. *Ochiq kirish ombori*, 9 (11), 105-108.
15. Musharraf, A. (2023). BOSHLANGANCHI SINFLARDA TURLI USULLARDAN FOYDALANGAN DIKTATLAR OLISH METODIKASI. *Galaxy xalqaro fanlararo tadqiqot jurnali*, 11 (11), 887-891.
16. Абдулхаева, М., & Эргашалиева, С. (2023). РОЛЬ «УЗБЕКСКИХ НАРОДНЫХ СКАЗОК» НА УЧЕБНЫХ УРОКАХ. *Talqin va tadqiqotlar*, 1(20).
17. Abdulhayeva, M. (2023). EDUCATIONAL DICTATION AND ITS TYPES.
18. Musharraf, A. (2023). EDUCATIONAL DICTATION AND ITS TYPES. *Open Access Repository*, 9(6), 211-216.
19. Abdulxayeva, M. (2023). AKTdan foydalangan holda diktant olish metodikasi. *Scienceweb academic papers collection*.

20. Abdulxayeva, M. (2023). O'Z DIKTANT YOKI YODDAN YOZUV DIKTANTI. Interpretation and researches, 1(1).
21. Mirhojiddinovna, JD, Shavkatovna, AM, & Alijonovna, MD (2022). Badiiy matnlardagi noan'anaviy birikmalar va qishloq xo'jaligi atamalarining lingupoetik xususiyatlari. Pozitiv maktab psixologiyasi jurnali , 6 (11), 1599-1604.
22. Abdulxayeva, M. Birinchi sinf o'quvchilarining yozma nutqini rivojlantirishda diktantning o'рни. Fan, muhandislik va texnologiya sohasida innovatsion tadqiqotlar xalqaro jurnali .
23. Musharrafa, A. va Nozima, NM (2023). Ona tili va o'qish savodxonligining tabiatshunoslik bilan aloqasi.
24. Abdulxayeva, M. (2023). ONA TILI VA O'QISH SAVODXONLIGI DARSLARIDA DIDAKTIK METODLARNING TUTGAN O'RNI. Scienceweb academic papers collection.
25. Madina, N. (2024). PEDAGOGICAL CONDITIONS FOR IMPROVING THE SYSTEM OF CIRCULATION IN THE TRAINING OF FUTURE SPECIALISTS ON THE BASIS OF INDICATIVE EDUCATIONAL MODELS. *Eurasian Journal of Academic Research*, 4(11), 144-146.
26. Мадина, Н. (2024). Педагогические условия совершенствования системы циркуляции в подготовке будущих специалистов на основе показательных образовательных моделей. *Евразийский журнал академических исследований* , 4 (11), 144-146.
27. Nurmatova, M. O., & Abdullayeva, D. N. (2025). BO 'LAJAK O 'QITUVCHILARNING KASBIY FAOLIYATIDA O 'QITUVCHILIK MAHORATNING TUTGAN O 'RNI VA AHAMIYATI. *Inter education & global study*, 3(5 (1)), 213-218.
28. Зияев А.Н., Хушназарова М.Н., Меликузиева М.А., Абдулладжанова С.А., Абдуллаева Д., Нурматова М. и Екубьонова Г.Х. (2024). ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ. *SAHIERS MAGELLANES-NS* , 6 (2), 7938-7944.
29. qizi Nurmatova, M. O. IS'HOQXON IBRATNING ILM VA MA'RIFAT SOXASIDAGI XIZMATLARI.