

EDUCATION IN PRIMARY SCHOOL AS A FACTOR IN THE FORMATION OF THE PERSONALITY OF YOUNG SCHOOLCHILDREN

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Abstract

The article under discussion herein sets out to explore the pivotal role of education in primary school, as a fundamental component of the educational process, with a view to ensuring the formation of the personality of younger schoolchildren. The study sheds light on the psychological and pedagogical characteristics of primary school age, the primary directions of educational work, the role of the teacher, and the significance of interaction between school and family. The conclusion drawn is that a systematic and targeted approach to education is necessary in the context of modern primary schools.

Keywords

education, primary school, early school age, personal development, pedagogy.

The contemporary educational paradigm is predicated on the cultivation of well-rounded individuals who are equipped with the capacity for effective socialisation and self-development. In this regard, the educational component of the educational process is becoming increasingly important, especially at the primary education stage. Primary education is widely regarded as the foundational stage in the development of a child's future educational trajectory. Indeed, it is during this period that fundamental values, behavioural norms, and attitudes towards learning are established.

The issue of education in primary school is of particular pertinence in the context of prevailing social transformations and the necessity to cultivate stable moral attitudes, civic responsibility, and a culture of behaviour among the younger generation. In such circumstances, education becomes an integral part of the pedagogical activity of a primary school teacher.

Psychological and Pedagogical Characteristics of Primary School Age

Primary school age is characterised by the child's transition to a new social role, that of a student. During this period, voluntary behaviour undergoes significant development, and individuals begin to cultivate self-control and

reflection skills. In the opinion of L.S. Vygotsky, the period of primary education represents a critical juncture in the cognitive development of children. This assertion underscores the notion that the educational environment and the social and emotional nurturing experienced during this stage of development exert a seminal influence on the formation of a child's mental faculties.

A distinctive feature of this age is high emotional receptivity and imitativeness, which renders the personal example of adults particularly significant. It is evident that children endeavour to meet the expectations of teachers and parents, thereby engendering favourable conditions for the formation of moral qualities and social skills.

Theoretical Foundations of Education in Primary School

In the domain of pedagogical science, education is conceptualised as a deliberate process of personality formation that occurs within the context of social relations. In accordance with the principles of Russian pedagogues, the education system in primary schools is designed to be holistic and closely interwoven with the process of learning.

An important feature of the educational process is its continuity and systematic nature. Education is implemented not only in extracurricular activities, but also during lessons, communication, joint activities and school life in general. This approach has been demonstrated to engender a comprehensive impact on the personality of the primary school pupil.

The following areas constitute the primary focus of educational endeavours within the primary school setting:

Moral education is defined as the process of developing children's comprehension of moral norms, including concepts such as honesty, kindness, justice, and respect for others.

Civic and patriotic education has been shown to facilitate the development of a sense of national belonging, as well as respect for the history, culture and traditions of one's country.

The concept of work education, as a pedagogical approach, has been demonstrated to engender independence, responsibility and a positive attitude towards work in primary school pupils.

The purpose of aesthetic education is to cultivate an emotional and value-based attitude towards art, nature and the surrounding world.

Physical education is defined as the branch of education that focuses on the promotion of physical health, the development of physical abilities, and the establishment of the foundations for a healthy lifestyle.

The comprehensive implementation of these areas contributes to the harmonious development of the child's personality.

The role of the teacher in the educational process

The primary school teacher plays a leading role in organising educational work. Their professional competence, pedagogical culture and personal qualities largely determine the effectiveness of education. The teacher's personal example, style of communication with children and ability to create a friendly and supportive atmosphere in the classroom are essential conditions for a successful educational process.

Teachers act as mediators between children and their social environment, helping them to learn social norms, rules of communication and values.

Interaction between school and family

The effectiveness of educational work largely depends on the level of interaction between school and family. Consistency in educational influences, uniform requirements and support from parents create favourable conditions for a child's development. Forms of cooperation may include parent meetings, consultations, joint events and individual work with the families of students.

Thus, education in the early years is a crucial factor in shaping the personality of a young schoolchild. The systematic and purposeful nature of educational work, the professional activity of teachers and the active participation of families provide the conditions for the harmonious development of the child and their successful socialisation in society.

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