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FORMING A SENSE OF RESPECT IN STUDENTS

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Abstract: The successful mastering of socio-legal norms by them is of special importance in order to make students become active participants in the process of social relations. It is known that interaction between people is organized on the basis of certain social and legal norms. Personal life takes place directly in society, among the people who live in it.

Key words: social and cultural environment, education, social and legal forms, globalization, society, constant changes, culture.

INTRODUCTION

In the process of education, the person directly interacts with the social and cultural environment, and it has an educational effect on the person. The general culture of a person is manifested in the process of behaving in public places, visiting cinemas, public catering establishments, using types of household services and public transport, as well as following traffic rules. Therefore, familiarizing children with the social and legal norms relevant to the mentioned processes and forming the skills of strict compliance with them are considered important pedagogical tasks in family, preschool education and general secondary education institutions.

In the context of globalization, along with other fields, the content of continuing education has been radically updated. Attention was paid to reflecting

the nature of the changing society, the global information process, as well as to the social need for personal development in the content of updated education.

It is known that interaction between people is organized on the basis of certain social and legal norms. In many cases, the process of relations regulated on the basis of socio-legal norms also serves to express the level of civilization of the participants. The general culture of a person is manifested in the process of behaving in public places, visiting cinemas, household services in public catering establishments, using public transport, as well as following traffic rules. Therefore, familiarizing children with social and legal norms relevant to the mentioned processes and forming the skills of strict adherence to them is considered one of the important pedagogical tasks in family, pre-school education and general secondary education institutions.

MATERIALS AND METHODS

When clarifying the problem, first of all, it is necessary to determine the essence of the concept of "cultural behavior". This concept, as it is understood, was formed on the basis of the mutual integration of the concepts of "cultural" and "behavioral". In the sources, the term "cultural" was formed on the basis of the concept of "culture".

The constant changes taking place in everyday life have broadened the range of people's not only material, but also spiritual needs. The need to study the content of material existence and life activity specific to humanity created the ground for the development of scientific knowledge on a large scale. By this time, the concept of "culture" began to express the essence of "achievements achieved in the production, social and spiritual life of society." Accordingly, it is logical to approach the concept of "culture" from the point of view of the product of human activity, a quality indicator representing its level, and the essence of behavior. Therefore, the concept of "cultural behavior" means that a person's behavior is in accordance with the rules and norms based on life experiences acquired by mankind over the centuries.

According to Freud, culture represents life experiences unique to humanity, which in itself is superior to other beings. In the course of its history, humanity has gained a great life experience based on the principle of succession in the social, economic and cultural spheres. Social norms aimed at morally controlling their behavior also play a special role in the transmission of accumulated life experience by ancestors to generations.

Cultural behavior specific to the individual is evident in public places (cinema, museum, public catering establishment and public transport, as well as walking on roads). In modern conditions, it is extremely important to teach young people how to behave in public places (cinema, museum, catering establishment and public transport). After all, in recent times, young people do not follow the social norms recognized by the public in public places (cinema, museum, catering establishment and public transport). In public places (cinema, museum, catering establishment and public transport). Failure to comply with social norms is a sign of the upbringing of a person, as well as causing discomfort for others.

In the period of primary education, the possibility of familiarizing students of this age with social and legal norms on the basis of the cluster approach increases even more.

The purpose of teaching the subject of "education" in the general secondary education system is to prepare young people for a successful social life, to educate a competitive person who embodies high morals and culture, who are the future of the modernizing Uzbekistan. From the point of view of his professional activity, the teacher performs the task of teaching children (to introduce them to the environment, to teach them to read and write) and to educate them (to form spiritual-ethical, intellectual, physical, labor, aesthetic, etc. qualities in the student). In forming a sense of respect for social and legal norms in elementary school students, the activity of the teacher consists of two important directions, that is, teaching and upbringing. In this process, the main goal is to inculcate a sense of respect in the minds of students by instilling theoretical knowledge about social

and legal norms, their social and private importance for each person, and to achieve this goal, the teacher must perform certain tasks.

Including:

- distinguishing from the social norms those that are important for the daily activities of elementary school students;
- analysis of the level of complexity of concepts related to social and legal norms;
- assessment of primary school students' ability to learn social and legal norms;
- to identify the ways, factors, effective forms, methods and tools that allow primary school students to thoroughly master the concepts of social and legal norms;
- to be able to choose advanced pedagogical technologies in order to arouse interest in mastering socio-legal norms among elementary school students;
- to create the necessary conditions that allow students to develop skills and qualifications for organizing activities in accordance with social and legal norms;
- to determine the difficulties faced by students in the process of acquiring knowledge, skills and qualifications related to social and legal norms and to determine the measures to eliminate them;
- to make a decision on the integration between education and spiritual-educational work so that students can apply their theoretical knowledge of social and legal norms, their essence, social importance, and personal orientation in practice;
- control and evaluation of students' acquisition of knowledge, skills and skills related to social and legal norms. As the teacher organizes pedagogical activity in the way of forming a sense of respect for social and legal norms among elementary school students, he is required to be well aware of the sources and tools that provide information about social norms. Taking into account the theoretical study of the selected problem, the age and psychological characteristics of elementary school students, and the ability of the teacher to be aware of the following tools, it was found that elementary school students will help the mastering of socio-legal norms.

Educators, as science teachers and class leaders, contribute to the education of students in the spirit of respect for social and legal norms. The teacher's leadership of a certain class team creates an opportunity to consistently organize events related to the promotion of social and legal norms not only during the educational process, but also during spiritual and educational activities. Usually, spiritual and educational work is carried out according to a plan. For this reason, the inclusion of activities related to the promotion of social and legal norms in the plan of spiritual and educational work increases the effectiveness of pedagogical activity. The plan of spiritual and educational work includes "Rule of students", greeting etiquette, proper eating habits, dress code, behavior of a person in public places, traffic safety, use of public transport, visiting institutions that organize cultural recreation - cinema, museums and parks, fire safety and it is appropriate to include measures to acquaint students with the rules of using electrical equipment. The four-year primary education process is conditionally divided into two stages according to the development of students' cognitive activity, outlook and ability to think. These two stages should be taken into account when forming a sense of respect for social and legal norms in students.

In the first and second grades of general secondary schools, students have the opportunity to enrich and strengthen their knowledge of social and legal norms acquired in family and preschool educational institutions with new concepts that are not so difficult to understand. At this stage, students are introduced to social- they understand the essence, social importance and personal orientation of legal norms. It is not difficult for elementary school students to get acquainted with the mentioned types of social norms.

However, during the third and fourth grades of general secondary schools, students are introduced to somewhat more complex social norms. In particular, they get to know the rules of dress code, being in cultural institutions - cinema, museum and amusement parks, fire and equipment safety rules.

RESULTS AND DISCUSSION

Since it is reflected in the basis of social relations, each social group of people (nation, nation, nation, tribe and even clan) has formed specific requirements for the organization of the greeting process since ancient times. According to the norms formed by different peoples, nations, peoples, tribes and clans, the process of greeting is expressed using certain words and gestures (more hand movements). Greeting norms (requirements) are usually formed on the basis of ethnopsychology, lifestyle, life aspirations, and values important to them of a certain social group (nation, nation, nation, tribe and clan). Although the process of greeting is experienced differently in different social groups, all these processes have served to establish mutual friendship, peace and brotherhood between people. It is said in the Hadith: "Greet one another. Then a kind love will arise between you."

The social value of greetings is highly appreciated due to the fact that the relations between people are based on good ideas. Accordingly, introducing the young generation to the essence of the greeting process and teaching them to greet correctly is considered one of the important educational tasks in various nations. In works with pedagogical content, attention is paid to the clarification of greeting rules (norms, requirements). For example, in the work of Muhammad Sadiq Kashgari, who lived in the 18th century and the first half of the 19th century, entitled "Odob al-Salihin" ("The manners of righteous (good) people"), social In addition to the various forms of relations, the requirements for people to greet each other are also discussed. According to the author, "first of all, if two believers come to greet each other, whether they are familiar or not, it is Sunnah to greet them, and it is obligatory to respond." a necessary action is counted.

In the work, it is said that the standards (requirements) of greeting are as follows: elder (older person) to younger; a horseman (today a traffic controller) to a footman; a walker (a person who is walking) to a sitter (a person who is sitting); few to many (a small number of people to a large number of people); the person entering the room must greet those sitting here.

Even today, greeting is reflected as an important process of communication between social subjects and the simplest form of personal etiquette. Greeting also shows specific socio-psychological features. "The nature, character, educational level, inner experiences, mood of those who are asking, and their attitude towards the person who greeted and the difference from him" are clearly visible. For this reason, it is appropriate to familiarize young people with the requirements for greeting - social norms in families and educational institutions, and to train them to adapt to social relations by teaching them to greet correctly. . Therefore, paying special attention to the acquisition of theoretical knowledge, practical skills and skills of speech norms in forming a sense of respect for social and legal norms in elementary school students guarantees positive results in this regard.

For centuries, much attention has been paid to the expression of speech, which is a very effective means of establishing social relations between people. In the course of the historical development of each nation, rules (requirements, standards) for expressing speech and interacting with others have been developed. "The joint activities of people based on communication take place in the conditions of social control reflected on the basis of social norms accepted by this or that society. The process of communication organized by them, like any life activities of social subjects, is regulated on the basis of certain norms and rules.

Communication (speech) is "simple, everyday conversational communication between people and is a multifaceted activity...

The most common form of communication is manifested as a life activity. Its social meaning is that communication serves as a form of culture and a means of community tradition. The characteristic of communication is that in this process the subjective world of one person is opened for another person. In communication, a person expresses himself through his characteristics. Depending on the form of behavior, one can draw conclusions about the character of a person.

It is possible to assess its general culture and spirituality according to the nature of giving information through speech

In the period of primary education, according to age characteristics, "speech has grown to the necessary level, active (active) and passive (passive) vocabulary is much developed, so they can better understand the meaning of the teacher's explanations."

Therefore, focusing on the formation of skills and competences for proper organization of interaction with others by giving information about the standards of speech (treatment) to students in primary grades, does not create difficulties and complications in the effective conduct of pedagogical activities in this way.

In elementary grades, the formation of students' skills and abilities to follow the norms of speech is ensured by performing the following tasks:

1. To introduce students to concepts such as "speech" and "behavior", as well as "norms of speech" ("norms of behavior").
2. To show students the social and personal importance of conversation (interaction) in the organization of mutual relations between people.
3. To inform students of the negative consequences of not following the norms of speech (treatment).
4. Familiarizing students with types of speech appeals.
5. To create conditions for the students' adequate assimilation of the concepts of speech (interaction) standards.
6. Pupils have social subjects (parents, other members of the family) members, teachers, classmates, peers, as well as their proper communication skills with other people around).

Another of the social norms that need to be introduced to students is the rules of life and technical safety.

Life and equipment safety rules are important for protecting students from various dangers and preventing possible disappointments in primary classes, as well as in social subjects of all ages.

In order to fully understand the essence of concepts such as "life safety" and "technical safety", it is logically correct to first find answers to such questions as

what is the risk itself, what does the concept of "safety" mean, and how to ensure safety.

At this point, it is appropriate to mention that the "Explanatory Dictionary of the Uzbek Language" serves as the main and important source for the definition of Uzbek terms and concepts. In this source, the concept of "hazard" is defined as follows: a hazard is "a dangerous event or disaster probability of occurrence".

Introducing safety rules to elementary school students in general secondary schools means teaching them to strictly follow the technical instructions in technology and physical education classes to protect their lives. Acquaintance with school practices has shown that danger to the lives of elementary school students can occur in the following circumstances:

- 1) in the process of organizing technology classes;
- 2) in physical education classes;
- 3) during traffic on roads and vehicles.

Accordingly, practical pedagogical actions to ensure the safety of the lives of elementary school students are organized in physical education and technology lessons, as well as in the educational process, in the classroom or outside of school, in order to teach them to walk correctly on the road (to familiarize them with traffic rules).

CONCLUSION

Spiritual and educational activities organized in the classroom and outside of school also ensure consistent organization of promotion of social and legal norms among students. This means that it is necessary to include activities that highlight the promotion of social and legal norms in the plan of spiritual and educational work. In the process of education and spiritual-educational activities, elementary school students learn about the "Rule of Pupils", greeting and speech etiquette, proper eating habits, dress code, behavior in public places, traffic safety and rules for using public transport, being in cultural institutions - cinemas, museums and amusement parks. rules, fire and equipment safety rules. Primary school teachers play a special role in the successful organization of these processes. Their creative

approach to the organization and conduct of training and spiritual-educational events, along with increasing the effectiveness of pedagogical activity, forms the interest of students in learning social and legal norms. In order to protect the lives and health of students, it is necessary to pay serious attention to introducing them to the rules of safety of life and equipment even in primary classes. It was found that the danger to the lives of elementary school students, close acquaintance with theoretical study and school practice, occurs during the organization of technology lessons, during physical training, as well as when they move on the roads and in vehicles.

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