

Ensuring Learning Independence through Self- Awareness in Primary School Students

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Annotation: The article not only describes the concepts of self-awareness, cognitive activity, creative orientation, initiative, ability to set goals, the ability to plan their work for primary school students., focuses on aspects of elementary school students' physical and mental abilities, behaviors and their motives, being around, and self-awareness.

Keywords: Self-awareness, learning independence, individual, team, task, purpose, interest, reflection, learning activity.

In the context of the development of the rule of law and a democratic society, there was an objective need to strengthen the requirements for the modern person, which reflected the need for a socially active, independent, creative person. In this regard, the problem of improving the activities of public institutions responsible for educating and training the younger generation remains relevant. It is they who are able to create the most favorable conditions for the formation of a new personality. In this regard, we have chosen the following topic term work "Ensuring learning independence through self- awareness in primary school students ".

The phenomenon of self-education is widely reflected in the study of many disciplines related to human development and formation. These include general, school and social pedagogy (VI Andreev, NF Kapterev, AG Kovalev, AI Kochetov, PFLesgaft, AV Mudrik, AS Novoselova, kd Ushinsky); general, developmental and social psychology (A.Ya. Aret, LS Vigotsky, IS Kon, VG Maralov, LI Ruvinsky, NP Chesnokov); sociology (N. Smelzer); valeology (AA Dubrovskiy, VV Kolbanov, SV. Popov); Psychology and theory of physical education and sports (AIBabakov, EP Ilyin, A. Ts. Puni, MI Stankin); hygiene (SN Popov, DA Farber). However, this literature did not adequately shed light on the possibilities of the educational process aimed at self-education of school students.

Relevance of the article: The focus on the problem of self-improvement of the person is related to the urgency of issues related to the study of the individual's internal activities, his resources, their maximum use to increase their independence in the development process. A developed person is characterized by an activity that involves self-awareness, a desire to consciously transform the ideals of society into deep personal values and beliefs. The cause of internal mental activity determines the nature of mental development, which is manifested in self-development, self-activation, self-improvement. AA Bodalev and called the need and ability to act on one's own.

The purpose of the article: To review the features of the process of self-education of primary school students.

New methods presented in the article: a set of necessary literature; analysis of the received material; classification and systematization of data on the identified problem; a person-centered approach in the implementation of self-education of young students.

Self-education is a conscious activity aimed at maximizing it as an individual. Based on the activation of self-management mechanisms, it assumes the existence of clearly realized goals, ideals, and personal meanings. This is inextricably linked not only with the strengthening of education, but also with the development of the process of personality formation. Necessary components of self-education are self-analysis of personal development, self-reporting, and self-management. Self-discipline techniques include self-regulation, self-affirmation, and self-hypnosis.

A necessary condition for self-education is the presence of real knowledge about oneself, proper self-esteem, Self-awareness. Self-education is conditioned by a number of subjective and objective reasons: the desire to be better, the demands of society on citizens, their education and qualities; pedagogical influences on the student in the process of education and upbringing. Under the influence of these causes, the internal preconditions of self-education are created, needs, attitudes and beliefs are formed, life ideals and goals are defined or formed.

Self-education based on the activation of self-management mechanisms clearly assumes the existence of accepted goals, personal meanings. Necessary components of self-education are: reflection of personal development, self-accountability, self-management. Self-discipline techniques include: satisfaction, self-esteem, self-hypnosis, self-confidence, and self-regulation. .

The importance of self-improvement in the formation of personality is recognized by many modern pedagogical and psychological science leaders. AGKovalev's research provides a rationale for the processes of self-management and self-improvement. In the works of VG Kutsenko, AA Bodalev and other scientists, the interdependence of child rearing and self-education, the method of organizing the process of self-education are considered. In the works of PM Jacobson, the problem of emotional self-education, the psychological features of self-management in the field of emotions are analyzed. Theories, including basic concepts, description of motives, goals, tasks, tools, methods of self-education and improvement, factors influencing the development of these processes P. Ya. Aret, AG Kovalev, LI Ruvinskiy, II Chesnokova, SM. Kovalev.

In the concept of “self-education”, pedagogy describes a person’s inner spiritual world, his or her ability to develop independently. External factors - upbringing - are just conditions, the means to awaken them, to apply them in practice. That is why philosophers, teachers, psychologists say that it is in his heart that the driving forces of his development lie. In the process of upbringing, it is necessary to encourage the adolescent to self-education.

Self-discipline implies a certain level of personality development, his self-awareness, the ability to consciously compare his actions with the actions of other people, as well as to analyze it. The attitude of the person to his potential, the correctness of self-esteem, the ability to see his shortcomings characterizes a person's maturity and is a necessary condition for the organization of self-education.

Self-education is a conscious activity of the subject aimed at realizing himself as a person as much as possible, changing his personality in accordance with clearly accepted goals, ideals, personal meanings. Self-education is based on self-esteem that corresponds to a person’s true abilities, their ability to critically evaluate their individual characteristics and potential. As awareness increases, self-discipline becomes an increasingly important force for an individual’s self-development. Necessary components of self-education are self-analysis, self-reporting, and self-management of personal development.

Self-discipline goes through a certain path of development.

The initial stage of self-education - the external demand stage - is specific to the period of young adolescence and partly corresponds to the small school age. Self-discipline occurs as a result of parenting, and it is an adult requirement to encourage the child's active response to the process. The child complies with the requirements of the adult, initially focusing on the patterns of actions (imitation) or the "instructions" of the educators; in which case the ability to select a variant of the action appears; then, these social demands begin to function as an external regulator of behavior and a means of self-government.

The next stage - the coercive stage - is characterized by a person being forced to change by submitting to this or that situation. At this stage, personality changes begin with their awareness and are already arbitrarily regulated. In this case, obedience to imitation and instructions is not completely lost.

In this sense, the third stage of personality development is conscious self-education. It is governed by the inner needs of the individual. Motivation becomes a leading component of self-education. This impulse arises as a result of a process called internalization: under the influence of external conditions, the structures of self-education movements are formed - self-confidence, self-motivation, Self-organization arrangement, etc., then the interior, becomes ideal.

Self-discipline involves the use of methods such as self-commitment; self-reporting; understand their activities and behaviors; self-control. Self-education is carried out in a self-governing process built on human-formed goals, a program of action, monitoring the implementation of the program, evaluating the results obtained, and self-correction.

Systematic activity of a person aimed at the development or improvement of self-education, moral, physical, aesthetic qualities, behavioral habits in accordance with a certain socially defined ideal. The content of self-education always depends on the socio-historical conditions in which the individual lives and develops. His demands on himself and the qualities he seeks to shape are determined by the conditions of life, the ideological foundations, the ideals of self-education, as well as the means of achieving them. "... My existence," wrote K. Marx, "is a social activity; and so what I do of myself, I perceive myself as a social being, and do for myself for society. "

AI Kochetov gives the following definition of the concept of self-education - it is conscious and person-based self-development, in which the individual's own goals and interests, the forces and abilities planned by him are formed in accordance with the requirements of society . "

Thus, self-education is a systematic and conscious activity of a person aimed at self-development and the formation of one's core culture. The problem of self-education has been solved and is being solved by many teachers and psychologists. Self-education is designed to strengthen and develop the ability to perform obligations voluntarily, both individually and collectively, to form moral feelings, necessary behavioral habits, willpower qualities. Self-education is an integral part and outcome of education and the whole process of personal development. It depends on the specific conditions in which the person lives.

Methods, techniques and tools of self-education

When there is a need to address some of the shortcomings in a person's character and behavior, it is important to set a clear goal and justify the need to achieve it. It is helpful to say this goal aloud or to yourself for a few days until it is firmly entrenched in your mind. In addition, you need to create a detailed program of training yourself and determine exactly what you want to achieve. Of course, it is better to start with simple programs, for example: do not rush, bend a bad habit that interferes

with your interlocutor, keep your word. As you gain experience in self-education, programs need to become more sophisticated, refined, and long-lasting.

Self-education is based on the principle that the human mind is an approximate reflection of the actions and behaviors it intends to perform, and that it identifies the qualities and attributes it seeks to develop in itself. If such a “mental program” is formed, it encourages the person to take practical actions to implement it, creating an incentive for the manifestation of volitional actions. Therefore, when there is a need to address some shortcomings in a person’s behavior or attitudes, it is important to set a clear goal and justify the need to achieve it, and sometimes it is also helpful to set deadlines.

Self-discipline implies a certain level of personality development, his self-awareness, the ability to consciously compare his actions with the actions of other people, as well as to analyze it. The attitude of the person to his potential, the correctness of self-esteem, the ability to see his shortcomings characterizes a person's maturity and is a necessary condition for the organization of self-education.

Self-education is carried out in a self-governing process based on man-formed goals, a program of action, monitoring the implementation of the program, evaluating the results obtained, and self-correction.

Methods of *self-education* - ways to achieve the goal of self-education, solving the tasks of self-education set by the person.

Methods of self-education are presented in a sequence that corresponds to the logic of carrying out self-education activities.

Defining goals and directions of self-education .

The main methods at this stage are as follows.

Self-knowledge is self-study, determining the level of development of personal qualities.

Introspection is the determination and analysis of actions over a period of time and the facts of one’s own life. When analyzing self-observation data, a person focuses on expressing what thoughts, feelings, qualities, and relationships were actions. Self-monitoring is often done in the process of self-testing.

Self-examination is the deliberate baptism of oneself by a person in a situation that requires the manifestation of a certain quality. The self-test mode can be custom created by him.

Introspection is a critical assessment of behavioral facts, their interrelationship with the ideal. Self-analysis makes it easier to determine the ideal - ethical, labor, aesthetic, and so on. real people of school age can also be ideal - parents, teachers; in adulthood - movie and show business idols, comrades.

Self-assessment - the ability *to assess* a person's self, his abilities, qualities, position among other people (AV Petrovsky), as well as to determine the outcome of self-knowledge (II Chesnokova). It is a multi-component personal education that includes students’ ideas about self-esteem, individual qualities and skills, standards of action and behavior; needs, interest and creativity in self-knowledge and self-esteem activities.

The stage of developing a self-education plan

Self-commitment (self-programming) is a plan of specific actions, including the idea of specific qualities, the degree of their formation and a clear system of actions to master them.

Self-motivation is self-criticism, the presence of clearly defined goals in a timely manner.

The stage of implementation of the self-education plan

Self-education - a person knows in advance his actions in a particular situation.

Self-confidence - reviewing arguments and conflicting arguments, self-discussion, self-justification, building a chain: I have to do - I want - logical analysis, synthesis, comparison, based on generalization methods.

Self-hypnosis is the articulation of a positive form in the present tense of the final or intermediate outcome of self-education, on its own behalf. It can be done in the form of automatic training, before going to sleep or immediately after waking up.

Self-coercion. Its main method is: self-ordering - a firm, framed decision; the existence and use of certain voluntary actions implies self-confidence.

Self-stimulation is a soft form; sometimes a person uses methods of self-motivation: entering the diary, a long-awaited event, self-praise.

The stage of completion of work on self-education

Self-control is the rational reflection and evaluation of an individual's actions based on personally important motives and attitudes. It is an autonomous but interrelated set of actions - comparing and contrasting, comparing, analyzing, synthesizing, planning, predicting, conducting, and subsequently correcting the relationship between the goals, means, and outcomes of the actions.

Self-reporting - Increases the effectiveness of self-management. In the process of practical activity of self-education, a person becomes aware of his actions, makes corrections, Stabilizes the behavior in the right direction, thereby changing his personality to his consciousness and arbitrariness. makes the object.

Self-education is an activity that is impossible without the development of human activity. Activities need to be purposeful and planned to achieve meaningful results. This is served by self-education programs that people explicitly or indirectly create.

The organization of self-education in school is carried out in three main directions:

1. to form in students a strong belief in the necessity and special importance of self-education;
2. explain the methods and techniques of self-education in order to equip students to carry out this process;
3. To help students and regulate the process of self-education.

The essence of the first direction is to form in students an understanding of the importance of self-education. Many are ashamed to do so and do it secretly from their peers, parents, Teachers. Teachers' responsibilities include explaining the positivity of this lesson and the mood of conducting a continuous process of self-education.

The second direction is related to the implementation of this process. By starting work in this direction, you should be able to help children find their ideals, choose goals, identify weaknesses in

character, underdeveloped qualities. Then there will be various conversations on the topics of self-education, during which questions will be asked about the methods and means of self-education, examples of their use will be given. A variety of performances by teachers, students, and guests, including celebrities, labor heroes, and production leaders who have achieved significant success at various events, are well-received. In such speeches, they talk about the importance of self-discipline and give examples from their own lives. All this strengthens the understanding of the need and effectiveness of self-education in the minds of students, provides practical knowledge about the methods of self-education and encourages them to implement self-education.

The third direction of the organization of work on self-education is of a practical nature. At this stage, students are taught to set goals correctly, develop a program to achieve them, and accomplish them using well-known and most effective methods of self-education. An effective daily tool for recording the results of work to eradicate evil and promote good. Such a day allows you to manage the process of self-education, analyze the effectiveness of certain methods for your personality and choose the most optimal ways to solve self-education problems.

Hence, self-education is a systematic and conscious activity of a person aimed at self-development and the formation of a basic culture. Self-education is aimed at strengthening and developing the ability to perform obligations voluntarily, both on the basis of individual and collective requirements, the formation of moral feelings, the necessary behavioral habits, volitional qualities. Self-education is an integral part and outcome of education and the whole process of personal development. It depends on the specific conditions in which the person lives.

Features of self-education of primary school students

When a newborn baby is born, we say, "A man is born," that is. we are talking about his biological birth. However, the subsequent process of biological development is closely associated with the acquisition of such qualities and characteristics that are not related to the biological nature of man by their origin (e.g., mastery of skills, habits, attitudes, etc.). The named traits and qualities can only be described in vivo in vivid formation and in human social development. Thus, the general concept of "person" includes a narrower and more precise concept - "personality".

We evaluate personality according to the following characteristics:

1. Certainly formed social qualities. For example: responsibility, dignity, individuality, social activism, firmness of views and beliefs.
2. Personality is characterized by such a level of mental development that allows it to control its own behavior and activities. The ability to think about your own actions and be responsible for them is an important and fundamental sign of a person.

In AIK ochetov's book "Organization of self-education of schoolchildren", like any developing phenomenon, personality is contradictory, and conflicts, declines and intensification of development in its inner world are inevitable. The notion of personality is impossible without separating its driving forces. Scientists are of the same opinion: contradictions are the driving force in a person's self-education.

At present, science has collected enough real material to get into the essence of the process of self-education. The mechanism of self-education has the following features: the student chooses life goals, ideals in accordance with social criteria, prepares himself for life in society, improves in team work to improve the world around him. There are complex interrelationships and contradictions between these factors of self-education: the purpose of life can be one, and passion is

in another field, resulting in a desire to improve oneself and a real o' inconsistencies arise between self-education, etc., and contradictions cannot always be resolved by the power of the student.

In his work AIKochetov defines the parameters of self-education:

- a) Direction, ie motives for self-improvement.
- b) Stability (random, episodic, continuous).
- c) Effectiveness in the formation of personality (performs primary and secondary functions).

The main educational task of leadership in self-education is to form positive qualities on which the resolution of these contradictions depends and to develop self-awareness, enthusiasm, direction, self-management. factors such as ability and so on.

As stated in AIKochetov's book "Organization of self-education of schoolchildren", the boundaries of self-education in primary school age are determined by the emergence of a new type of activity - education.

It is aimed at developing willpower, responsibility, collectivism and is associated with teaching the child to perform educational tasks regularly and conscientiously.

AIKochetov suggests rules to help self-education "**Five needs**":

1. Always help parents.
2. Comply with the requirements of conscientious reading of teachers.
3. Be honest.
4. Subordination of individual interests to collective interests.
5. Always and everywhere act with good intentions.

"Five Possible":

1. Enjoy and play when the work is great.
2. Forget the grief, but remember who you are and why you hurt yourself.
3. Don't be discouraged if you fail, if you are stubborn, it will work anyway!
4. If they work better than you, learn from others.
5. Ask if you don't know, ask for help if you can't control yourself.

"This is what you need for yourself!":

1. Be honest! Man's strength is in fact, his weakness is a lie.
2. Be hardworking! Don't be afraid to fail in a new business. He who is determined succeeds from failures, wins from defeats.
3. Be compassionate and caring! Remember, if you treat others well, they will treat you well.
4. Be healthy and clean! Exercise in the morning, exercise, wash yourself at the waist with cold water every day, keep your hands clean, walk for an hour a day, and give yourself another hour for work or sports.
5. Be careful, teach attention! Good attention protects against reading errors and failures in play, work, and sports.

"It can't be done!":

1. Lazy and irresponsible, effortless learning.
2. Being rude and arguing with peers, hurting young people.
3. Be tolerant of your shortcomings, otherwise they will destroy you. Be stronger than your weaknesses.
4. Pass when you offend a child nearby, make fun of a friend, lie openly in front of honest people.
5. If you find yourself facing the same shortcoming, criticize others.

"Five good":

1. To be able to control oneself, not to go astray, not to be afraid, not to be able to withstand small things
2. Plan your day.
3. Evaluate your actions.
4. Think first, then do.
5. Accept the hardest things first. The rules are being introduced gradually.

First, the child learns to live according to five conditions. This means that high requirements are placed on it in strict compliance with these rules. However, it shows what not to do and why. After a while, you can connect the five well because they are much harder to understand and teach.

Conclusion

So, self-education is a pedagogically oriented process. Psychological and practical preparation for self-study is one of the most important tasks of this education. I have tried to highlight the main stages of the emergence and development of self-education.

First, it requires students to understand their lifestyle, the importance of the activity, and self-discipline. At this stage, the class leader helps the students to understand their positive and negative qualities, to understand that they cannot tolerate their shortcomings.

Second, mastering skills is an area of activity in which an independent student wants to succeed.

Third, create a self-education program. This is a very important stage of working on yourself. Here, help is needed to assess how objectively the student is assessing himself, setting his goals correctly, and choosing the appropriate methods.

Fourth, the organization of self-education in selected activities. This is the most important stage of the transition from education to self-education. Striving to be better without clear activity remains just a desire.

Fifth, self-education should be included in the integral process of personality formation. The highest stage of the transition to self-education begins when the student wants and knows to work on himself, when the motives, goals and methods of self-education are formed.

So, if you convince students of the need for self-education and help organize it, then the process of shaping the personality will continue more effectively.

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