

CONTENT AND ESSENCE OF THE EDUCATIONAL PROCESS IN PRIMARY EDUCATION

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<https://doi.org/10.5281/zenodo.17314902>

Annotation. This article explores the essence and content of the educational process in primary education, emphasizing its role in shaping a child's personality. It analyzes the goals, principles, and main directions of moral and spiritual upbringing, as well as the importance of cooperation between teachers, parents, and society. The article also discusses modern pedagogical approaches and the integration of national values in the upbringing process.

Keywords: education, primary education, personality development, spirituality, moral values, pedagogical approach, parental cooperation, national traditions.

СОДЕРЖАНИЕ И СУЩНОСТЬ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В НАЧАЛЬНОМ ОБРАЗОВАНИИ

Аннотация. В статье рассматриваются сущность и содержание образовательного процесса в начальном образовании, подчёркивая его роль в формировании личности ребёнка. Анализируются цели, принципы и основные направления нравственно-духовного воспитания, а также важность взаимодействия педагогов, родителей и общества. В статье также рассматриваются современные педагогические подходы и интеграция национальных ценностей в воспитательный процесс.

Ключевые слова: образование, начальное образование, развитие личности, духовность, нравственные ценности, педагогический подход, родительское сотрудничество, национальные традиции.

Upbringing is a process based on specific and well-defined goals as well as social and historical experience, aimed at the comprehensive development of an individual—the formation of their consciousness, behavior, and worldview. In other words, upbringing is an activity directed toward the all-round maturity of the younger generation, focusing on shaping their social consciousness and behavior in accordance with a particular purpose. The well-known Uzbek educator Abdulla Avloni said: “In short, upbringing for us is a matter of life or death, salvation or destruction, happiness or misery.” The main goal of upbringing is to form a well-rounded and perfect individual. The content of upbringing includes the knowledge, skills, beliefs, personal qualities, character, and behavioral systems that learners must acquire in connection with set objectives and tasks. The general tasks of upbringing are: to ensure the purposeful development of members of society and to create conditions for meeting their various needs; to prepare sufficient “human capital” necessary for social progress; to maintain the stability of social life by transmitting culture between generations; and to regulate social relations by taking into account the interests of gender, age, and social-professional groups. The process of upbringing is a practical pedagogical activity aimed at forming specific spiritual, intellectual, physical, moral, and ethical qualities in a person. It determines what place an individual will occupy in society and who they will become. Upbringing is one of the oldest and most humanistic values that sustains human existence itself. Without upbringing, neither individuals nor society can exist, for it is through upbringing that the values sustaining humanity are passed from one generation to another.

The great thinker Alisher Navoi wrote: “Educating a capable person is a virtue; educating an incapable one is in vain. Do not destroy one who deserves education, nor waste your efforts on one who does not.” By this, Navoi emphasized the importance of providing upbringing where and to whom it is truly needed.

The main goal of upbringing is to nurture an intellectually and morally developed, well-rounded personality. Today, many efforts are being made in our country to develop the processes of upbringing and to increase their effectiveness. The first step in this direction lies in educational institutions and higher education establishments. Therefore, considering the age and psychological characteristics of general secondary school students, and with the aim of deeply instilling universal human values and high morality—as well as fostering patriotism and humanity—the Cabinet of Ministers of the Republic adopted a decision. According to this decision, the subjects “Etiquette,” “The Feeling of Homeland,” “The Idea of National Independence and the Foundations of Spirituality,” and “History of World Religions” were combined into a single subject—“Upbringing.” Beginning with the 2020/2021 academic year in grades 1–9 and the 2021/2022 academic year in grades 10–11, this subject has been gradually introduced within the framework of the total number of hours allocated to school subjects.

Upbringing is not a process that can be taught or learned in a short period of time. It begins the moment a child starts school and continues throughout their education—even beyond it. Moreover, it is a collaborative process between teacher and students, organized and directed toward specific goals. The process of upbringing in primary education is a complex yet essential process aimed at the spiritual, moral, aesthetic, physical, and intellectual development of students. Upbringing is not merely a set of rules—it is a school of life that influences a child’s heart, mind, thoughts, and emotions.

The content of upbringing encompasses the following main directions: moral and ethical education—forming qualities such as honesty, truthfulness, respect, politeness, compassion, and patience; patriotic education—developing love for one’s homeland, respect for national values, and appreciation of historical heritage; intellectual development—fostering curiosity, critical thinking, the ability to express ideas clearly, and creativity; healthy lifestyle—promoting hygiene, physical activity, and a love for sports; work ethic—instilling respect for labor, a sense of responsibility, and honesty in fulfilling assigned duties. Every subject and every lesson possesses educational potential. In mother tongue classes, moral ideas are conveyed through literary texts; in natural science, ecological awareness is developed; in mathematics, discipline and logical thinking are cultivated. Upbringing is also implemented through extracurricular activities such as class hours, events, games, and competitions. The essence of upbringing lies in sowing the seeds of goodness in the human heart and guiding the person toward moral and spiritual perfection. For a child, upbringing is a path from heart to heart—it influences not only through words but through the teacher’s personal actions and example. True upbringing does not coerce; it guides with understanding, trust, and love. When a child feels trusted and respected, they strive to justify that trust. Therefore, the essence of upbringing lies, first and foremost, in planting the seeds of trust and affection in the child’s heart.

The most important principles of upbringing are: consistency and continuity—upbringing must be an ongoing and continuous process; connection with real life—every educational activity should be based on real-life examples and situations. In primary education, the teacher is not merely an instructor but also a spiritual mentor and moral guide for children. The teacher’s words, actions, and behavior serve as a model for students.

Therefore, every educator should impart upbringing through their own culture, speech, manner of dress, and attitude toward children. The role of parents is equally invaluable. A child reinforces at home the upbringing they receive at school. When school and family act in harmony, the development of the child's personality becomes more balanced and holistic. For this reason, the collaboration of the "School–Family–Society" triad is the foundation of effective upbringing.

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