



## THE METHOD OF INCREASING THE ACTIVITY OF THE 5-6 THE GRADERS IN THE TEACHING OF "EDUCATION" SUBJECT

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### ABSTRACT

The article discusses the use of pedagogical technologies, interactive methods, educational games, and modern information and communication technologies in teaching the subject of upbringing in grades 5-6 by teachers. These approaches help students to think independently, expand their creative research and logical thinking, connect what they have learned in the classroom with real life, and increase their interest.

### KEYWORDS

Interactive methods, technical, informational, audiovisual, active citizenship position, responsibility, obligation, legal awareness and culture, deep worldview, healthy faith, enlightenment, tolerance, spiritual, ideological, aesthetic upbringing.

### INTRODUCTION

The subject of "Upbringing" was introduced in general secondary education institutions of the Republic of Uzbekistan from the 2020-2021 academic year on the initiative of the President of the Republic of Uzbekistan. This subject, as part of the Continuous Spiritual Upbringing Concept, aims to instill the idea of

"From National Revival to National Upliftment" in students, prepare them for a socially successful life, and form qualities such as active citizenship position, responsibility, obligation, legal awareness and culture, deep worldview, healthy faith, enlightenment, tolerance.



For a person to live prosperously in society, they must have received good education and upbringing. Indeed, the head of our state emphasizes that "we mobilize all the strength and capabilities of our state and society for our youth to become individuals with independent thinking, high intellectual and spiritual potential, who do not yield to their peers in any field worldwide, and become happy."

The use of didactic games and interactive methods in teaching the subject of "Upbringing" is of great importance in the educational process of teaching, upbringing and developing students. Didactics is the theory of education. Didactic games enhance the creative activity of students, help to focus their voluntary attention, and also improve memory. In the process of a didactic game, students unconsciously perform a large number of actions, exercises, and solve various problems.

Improving the methodology of teaching the subject of "Upbringing" includes the following:

Firstly, it is recommended that teachers use the methods that are effective by discussing with students and learning from them. Knowing how students learn and striving to use it spiritually is helpful.

Secondly, the satisfactory use of computer technologies, the Internet and multimedia resources creates opportunities for students to participate in the interactive learning process and master new information.

Thirdly, the use of self-educational subject methodology, which allows students to self-study and manage their learning methods, is recommended. This provides additional influence on students' learning and mastering.

Fourthly, it is proposed to move the teaching to more interactive and practical methods by encouraging

students to create practices and learn the study material through practices.

Fifthly, the use of team and group work in the educational process among students helps to increase their mutual understanding and learning of each other's ideas.

Upbringing is a pedagogical process aimed at forming certain physical, mental, moral and spiritual qualities in a person. The set of measures applied to ensure that a person has the qualities necessary for living in society constitutes the organization of upbringing. Upbringing is the most ancient and eternal value that ensures human humanity. Neither an individual person nor human society can exist without upbringing, because the values that ensure the existence of a person and society are passed down from one generation to another through upbringing.

The use of modern curricula and manuals, the organization of educational material, and additional assistance in students' independent learning contribute to the improvement of the methodology of teaching the subject of "Upbringing". The improved methodology of teaching the subject of "Upbringing" encourages students to express their opinions, analyze, think creatively and work in teams. This is of great importance in preparing them as independent, thoughtful and socially useful citizens.

In pedagogical literature, the term "upbringing" is used in broad and narrow meanings. In a broad sense, upbringing means the totality of all influences, measures, actions and aspirations aimed at the formation of the individual and ensuring their active participation in the social, cultural and educational life of society. In this understanding, upbringing includes not only the educational work carried out in the family, school, children's and youth organizations, but also the entire social system, its guiding ideas and all types of



art. The broad concept of upbringing also includes education and enlightenment.

In a narrow sense, upbringing means pedagogical activity aimed at the physical development of the individual, the formation of their worldview, moral and aesthetic qualities. In this case, the family, educational institutions and public organizations carry out the work of upbringing.

Education and enlightenment do not fall into the narrow concept of upbringing. However, any upbringing can only exist in inseparable connection with education. Because in the process of acquiring education and knowledge, not only the knowledge of the individual increases, but also the formation of moral and spiritual qualities is accelerated.

Upbringing is of crucial importance in the life of any society and any country. A country that does not pay sufficient attention to the upbringing of the younger generation, in general, to the upbringing of members of society, stagnates and falls into crisis. Because along with material and spiritual wealth, upbringing also develops in any society for its growth and development.

The general features of the theory of upbringing are determined by the following factors: These issues form the basis of the new "Upbringing" subject established in Uzbekistan. Therefore, the place, importance and practice of upbringing in society are sufficiently understood by people. On this issue, future primary school teachers need to be armed with theoretical knowledge, professional skills and practical competencies.

The subject of "Upbringing" was formed by combining the following existing subjects: As a result, a new subject was formed. The methodological foundations of this "Upbringing" subject are:

The need to master this subject and improve the methodology of teaching it is determined by the following: deep knowledge of the foundations of the subject; mastering advanced and modern pedagogical, innovative and information technologies of teaching the subject; study of scientific research on the issues of upbringing; full understanding of the role of upbringing in the life of a person and society; knowledge of methods and technologies of upbringing students through the subject; having individual pedagogical experience in teaching the subject. In this regard, it is necessary to pay attention to and master the following in teaching the subject of "Upbringing":

According to the requirements of the state education standards, the main goals in teaching the subject of "Upbringing" are:

- Achieving the complete mastery of moral conduct, knowledge, skills and competencies by students;
- Developing students' independent and free thinking, as well as their creative abilities;
- Forming students' scientific worldview and competence in global thinking;
- Ensuring the continuity and consistency of upbringing based on the fundamentally new methodology of teaching general education subjects.

In teaching the subject of "Upbringing" in grades 5-6, the use of interactive methods that encourage students to work in groups and exchange ideas increases the activity of the learning process and improves the quality and effectiveness of this subject.

The lesson on upbringing should begin by explaining important concepts such as conscience, honesty, and truthfulness. Learning about truthfulness is an important life skill for 6th grade students. Living with conscience, being honest and truthful is extremely important for a person.



The main focus in teaching the subject of "Upbringing" should be on:

- Achieving the complete mastery of moral conduct, knowledge, skills and competencies by students in accordance with the requirements of state education standards;
- Developing students' independent and free thinking, as well as their creative abilities;
- Forming students' scientific worldview and competence in global thinking;
- Ensuring the continuity and consistency of upbringing based on the fundamentally new methodology of teaching general education subjects.

### Lesson 1. Living with Conscience (Designed for 2 hours)

Lesson Objectives:

- Explain what it means to be truthful;
- Teach honesty and truthfulness towards others;
- Explain the importance of truthfulness.

Task 1. Read the text carefully.

Text

Imagine you have fallen into a country of distorted mirrors. In this country, the people do not tell the truth to themselves or to others. The life of this country reflected in the distorted mirrors is complex, incomprehensible, and full of problems. If you find yourself in this land, you will not understand yourself or others, and you will not be able to comprehend the events you encounter. You will not even be able to see your true self in the distorted mirrors, you will not be able to understand your own identity.

However, there is one human quality that can not only change your life in this country, but also your real life. This is truthfulness. If a person always tells the truth,

their life becomes easy and simple. There is no need to waste energy on self-deception and pretense. In fact, only truthfulness reveals what is really happening, shows the reality of life.

Truthfulness is one of the basic human qualities, meaning being honest, sincere and fair in communication with other people, not deceiving others, not losing one's self, rejecting theft and fraud, being reliable in keeping promises.

A truthful person admits their mistakes and faults, does not justify themselves if they are wrong, and evaluates themselves by the same standards as they evaluate others. Such a person never departs from the truth in any situation, directly expresses their point of view and attitude, does not commit theft or fraud, adheres to moral standards, and does not violate laws.

1. Write in the table the qualities of being truthful with others and with oneself.
2. Can you be truthful with yourself but a liar with others? Or, conversely, can you be truthful with others but a liar with yourself? Express your opinion.
3. Which is more important for you: being truthful with yourself or with others?

**Situation 1:** Said was playing in the yard with his friends. The game was exciting and fun. Time flew by, and evening came. Said heard his mother's voice calling him home. He immediately put down his ball, grabbed his jacket and bag, and was about to run home, but Akmal stopped him:

– Where are you going? Don't go, we haven't finished the game yet! Our team is about to win!

– I have to go. I promised my mother that I would come as soon as you called me.



– Don't go, stay, let's finish the game. Then you can say that you didn't hear your mom calling you! – Sardor suggested.

– But I heard her, and you heard her too, – Said answered.

– But your mom doesn't know you heard her!

– Yeah, you're right, she doesn't know, but I know, said Said decisively and ran home.

1. What is honesty?

2. Who was Said honest to: himself or others? Justify your answer.

3. Write synonyms and antonyms for the word "honesty."

The concept of conscience goes hand in hand with the concept of honesty. Everyone has a conscience. Conscience can be compared to an inner barrier; when we want to do something wrong or unfair, our conscience interferes. It's as if it's an inner voice that warns us against bad deeds and encourages us to live according to moral and spiritual values. Conscience is our powerful guide, it shows us which way we need to go and whether we are walking the right or wrong path.

A person who lives according to their conscience acts with honesty, even if it's not beneficial to them. The phrases "my conscience is bothering me" and "the pangs of conscience" are familiar to us all. These are feelings of inner anxiety, guilt, and remorse that arise as a result of lying, being deceitful, or committing wrong and inappropriate actions. Sometimes, this state is so powerful that a person cannot live peacefully, study, or work. Our conscience should not judge our past actions, but rather our future actions. In other words, it should not make us feel sorry for our past, but rather warn us against wrong actions, guide

us towards good, and prevent us from committing them.

### "The Lamplighter"

The dim, crooked street, bathed in the trembling rays of a single lamp perched atop Tursunqul aka's dilapidated shed, was illuminated only by the faint flicker of that lamp. Every evening, a short, wrinkled-faced old man would come and light it. We called him "The Lamplighter." He was a very gentle, quiet person. He would skillfully set up his little ladder, expertly climb it, and take out a dusty cloth from under his arm to carefully wipe the lamp's glass. After lighting the lamp, he would descend, place the ladder on his hunched shoulder, and disappear from view.

When the lamp was first installed, the whole neighborhood rejoiced and looked upon it with great fondness. But that fondness didn't last long. Soon, everyone started to disregard it. Especially, there arose an inexplicable hostility between the neighborhood children and the lamp. We would gather, start by throwing each other's caps, aiming at the lamp with our friend's cap as a target. We would compete with each other in our marksmanship. But that too, started to bore us. The lamp, adorned with a cap studded with beads or embroidered with various silks, would take on a beautiful hue, as if mocking us. That's why we learned to attack the lamp with stones and pebbles. It was very vulnerable in this regard: a tiny pebble or a fragment of a stone would smash the poor lamp's glass eyes. The Lamplighter would be forced to put "new glasses" on the lamp three or four times a week. As soon as he left, we would knock out its "new eye." Despite this, The Lamplighter never uttered a word, not even a "tsk." We didn't like this behavior of his at all. We would say that if he caught one of us and hit him, it would serve us right. But none of those wishes ever materialized.



One day, at dusk, there were many children on the street. Qosim the Lame, the most fearless and bold among us, said,

"Children!"

We all looked at him, our dusty faces expecting something new. – "The Lamplighter will be here soon. Let's break it. Let's see what he'll do!" He said, and started searching for something to throw.

Stones and pebbles flew from our hands, smashing all the lamp's "eyes." The Lamplighter's bent, small figure started approaching from a distance. He removed the ladder from his shoulder and carefully leaned it against the wall. The Lamplighter climbed the ladder and "click" lit a match: the lamp, like a collapsed house, stood crookedly, leaning to one side. We all stood tensely. Some of us "giggled." The old man, like a sick person, slowly descended. Under his bushy eyebrows, his eyes, which seemed to be squeezed together, looked at us all with a pleading expression and in a soft voice:

"You naughty children, what is this? Will anything happen if you don't touch the lamp? It's up there, and you can play down below. The children were silent.

"You are all still young, your eyes are sharp. Both darkness and light are equal. You all fall asleep in your mother's arms without a worry, peaceful as can be. For us old folks, a lamp is very important," he said.

The children's eyes were on the old man.

"Last night, it rained heavily. When I came here, the street was pitch black. The wind had blown through the broken glass of the lamp and extinguished it. Then, as I was approaching the ditch, something was splashing in the water. 'What is it?' I thought, and I shined my lamp into the ditch. There was an old man, even older than me, who couldn't get out of the ditch. I grabbed his hand, and with some effort, helped him

out. He was covered in mud, and the water was murky. One of the children said:

– Wow, look at him, his beard, his face, all covered in mud!

– He was all covered in mud. Then I escorted him home," said the old man.

My eyes saw what The Lamplighter was saying, but Qosim the Lame shouted: –"You're lying!" The other children suddenly shouted:

– "He's telling the truth!"

–"If anyone breaks it again, we'll tell him," said Ahmad.

The Lamplighter said:

– "Well done, so you won't break it anymore?"

– "No, no," we all responded at once.

The old man placed his small ladder back on his shoulder and disappeared into the darkness. Since that day, no one has ever damaged the lamp. Now, in the place of that lamp, a small, egg-sized, electric bulb, surrounded by a wire mesh, shines brightly. It needs no one to light it, no matches, no oil. None of the children try to throw stones at it anymore. When I walk in its light, I remember a piece of my childhood and only The Lamplighter. (Oybek)

Questions:

1. Explain in your own words what conscience is.
2. What do you think: When should a person listen to their conscience: before doing something wrong or after doing it?
3. If you lied to someone close to you and your conscience bothers you, how can you fix the situation?
4. Can Nastya "calm" her conscience? Why?

Honesty is also related to a trait called sensitivity.



Sensitivity is the ability to understand other people, sense their mood, respect their feelings, and interact with them according to their desires. There are unspoken moral rules about when it's necessary to limit honesty to avoid causing harm to a person's physical or mental well-being.

**Situation 2:** A new girl came to our class. Her name was Nigora. She was shy, quiet, and struggled to communicate. Later, we realized she had a speech impediment. Nigora would stutter and become speechless when she was nervous. But Zamira and Asal, her classmates who were arrogant, overconfident, and didn't hold back their words, approached Nigora and bombarded her with questions.

– What's your name? – Asal asked.

– Where did you come from? Are you an excellent student? Or are you a bad student? Who put that barrette in your hair, your mom?

One question after another was thrown at Nigora. She tried to answer, but she just opened her mouth like a fish out of water. She was nervous, in a strange place, and lost her composure.

– ooooh myyyyyyyy nammme is Nnigooooora.

– woow , you stutter? Have you been stuttering for a long time? Do you go to a speech therapist? Are you a congenital stutterer? Or did you start stuttering later? My mom is a speech therapist, and she says it's very difficult to cure congenital stuttering. Should I introduce you to your mom? – Zamira asked.

Nigora tried to answer again, opening her mouth, but tears streamed down her face.

1. Did Zamira and Asal act correctly?

2. In this situation, what was more important: honesty or sensitivity?

3. Was it necessary to be honest in this situation? Why?

Honesty is also related to a trait called sensitivity.

Sensitivity is the ability to understand other people, sense their mood, respect their feelings, and interact with them according to their desires. There are unspoken moral rules about when it's necessary to limit honesty to avoid causing harm to a person's physical or mental well-being.

• “A liar is like a thief, a thief steals your property, a liar steals your mind.” – Ibrohim Husri

• “The truthfulness and purity of speech are good, but the words of truth are truly beautiful.” – Alisher Navoi

• “A true word is authoritative – a good word is concise.”

• “Live such a life that when your children think about truth and justice, they will think of you.” – Jackson Brown

• “If you know you are lying, it is never too late to stop talking.” – A. Dumas (son)

### Independent Assignment

**Write an essay on the topic "Truthfulness is my habit!"**

**Task 2. Read the story carefully. Think about and complete the ending.**

The long-awaited summer arrived. Fifth-grade students Karim and Samir went to the mountain camp for the first time. The children were very happy, but they did not listen to all the instructions from their parents:

"Children, this is a mountain camp," said his father, "be very careful, do what the counselor says, and most importantly, have a good rest!"

The father's last words remained in the children's memory, only the words about having a good rest remained.



After a few days in the camp, Karim and Samir's detachment went on a hike to a high mountain. The detachment woke up early in the morning, the children packed all the necessary things and set off with the counselor.

When the detachment stopped for lunch, the sun was high in the sky. The counselor made a campfire, and the children took the potatoes to cook. Meanwhile, Karim decided to go for a walk. He went to a small mountain river. It was very hot, and Karim decided to swim. The boy did not realize the danger that was waiting for him.

Samir noticed that Karim was missing. He started calling out, and the whole detachment began to search for the boy, but no one thought about the campfire...

Savollar va topshiriqlar:

1. Find the place in the text where the children's father gave them instructions on how to behave in the camp. Why didn't the children listen to their parents' advice?
2. What mistake did the detachment of children and their counselor make? What consequences could such mistakes lead to?

The summer season is a time when all, especially school students after a long academic year, aspire to spend as much time as possible in the embrace of nature, to breathe fresh air and replenish their energy. For this purpose, some go to the countryside, some to the natural environment, the mountains, and some to health camps.

However, no matter where a person goes, they must know and adhere to the rules of safety and ethics during their rest time. Otherwise, an irreparable disaster may occur.

Choose an image for the following names:

Don't pollute nature, don't break tree branches, don't uproot plants with roots, don't eat unknown fruits,

don't touch wild animals, don't forget to put out the campfire.

## CONCLUSION

In conclusion, it can be said that through the subject of "Ethics", a student can be transformed into a spiritually mature individual. In general, it is recommended that the teacher systematically teach students the most important qualities necessary for a person to live a prosperous life during the ethics lessons. After all, the possibilities of this subject should create conditions for the development of the moral qualities that a student will need every minute of their life. This article focused only on the concepts of conscience, truthfulness, and honesty. Future research will investigate important concepts such as ambition, envy, success, and overcoming failure.

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