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## RAISING THE ATTITUDE OF PRIMARY SCHOOL STUDENTS TO EDUCATION AS A VALUE

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### ABSTRACT

*The article is devoted to one of the complex problems of modern education, especially primary education - the problem of upbringing the value attitude of primary schoolchildren to knowledge, educational and creative activity. The article contains a description of the diagnostic complex for studying the value attitude towards learning in accordance with its three-component structure, a description of the qualitative characteristics of various levels of formation of the value attitude towards learning in primary school children.*

**KEYWORDS:** *Experience, Value Attitude, Readiness For Self-Education, Attitude Towards Learning, Junior School child*

### INTRODUCTION

The changes taking place in the modern world: their speed, innovativeness and sometimes unpredictability are perceived as the need to form a readiness for self-education and self-development among the younger generation. It is shown in the standard that the development of cognitive interests, value attitudes towards education, experience of educational and cognitive and positive creative activity are important components of the implementation of the education standard. This view is consistent with theoretical ideas about the structure of the content of education based on a culturological approach (V.V. Kraevsky, I. Ya. Lerner, M.N. Skatkin).

The presence of the category of experience in the content of education emphasizes the importance of the child's own activity in mastering knowledge about the world, which defines education as the property of the child's personality and a condition for the transition to independent education in the future.

Learning activity is an activity for self-change (D. B. Elkonin). The inclusion of a child in educational activities presupposes not only an orientation towards developing the skills to carry out the processes of cognition and learning, which can be considered in retrospect, but also as the acquisition of the ability to cognize, to learn here and now, to be ready in the process of cognition and learning to acquire new competencies. This requires teachers to create conditions for the simultaneous orientation of the child to the past, present and future when organizing the educational and cognitive activity of a younger student. The solution to such a complex problem is possible provided that the child has a positive value attitude towards learning.

The modern educational standard is based on an axiological approach, which dictates the value base of the content of education.

Purposeful work of the teacher to educate the value attitude of younger students to learning is possible on the basis of determining the characteristics and level of their development. Saturation, and, consequently, the study of value relationships is possible in the trinity of components that make up them: cognitive, realizing information-fixing and generalizing functions, emotional-evaluative - emotionally imperative, and motivational-behavioral - performing motivational-behavioral and prognostic functions.

There are several types of students' attitude to education (value, positive, indifferent, negative), but it is the value attitude, when the process of cognition itself is interesting and there is a need for it, that the most important role in the process of holistic education of the individual belongs.

The value attitude towards education is at the same time: 1) the basis of an active, conscious attitude towards education; 2) a qualitative indicator of the effectiveness of the entire educational process; 3) the most important element in the formation of personality. The more active a student is in his contacts with the educational process, the more productive the process of developing value relationships.

Signsoftheformationofstudents' valueattitudestowardseducationare:

- awareness by schoolchildren of the importance of education for personal growth (the ability of a student to explain what the value of education is for him personally) and for the public good (students' judgments about the importance of education);
- creative, conscious-activity attitude to cognitive activity, when the need for cognition becomes an integral part of students' consciousness (asks questions on the merits, performs tasks creatively and enthusiastically, makes meaningful comments or additions, performs tasks not provided for in the program);
- emotional response to the educational process (various emotional states - joy, irritation, indifference; unconscious movements - gestures, posture, glance, mimic activity; predominance of positive emotions over negative);
- manifestation of strong-willed qualities (always strives to bring the work begun to the end, to get to the essence of the issue; knows how to defend his position).

The mechanism of developing a value attitude towards education must be carried out in the process of personality-oriented education, which contains the possibilities for the effective formation of this attitude.

The need-motivational sphere of the student is the basis of the process of instilling a value attitude towards education among primary school students.

A negative attitude towards the teaching of a number of younger students is due to the lack of its significance for the child himself. The value-based attitude to education arises as a result of students' search for such meaning.

Effective upbringing of the value attitude of students to education is possible if the following conditions are met:

- Equal representation in the content of primary education of all its components;
- active development of values by students through a creative approach, independence, amateur performance, etc .;
- inclusion in the content of education of the student's personal experience as its specific component;
- involvement of primary school students in the process of joint goal-setting with the teacher;
- predominance in the teaching process of figurative forms over logical ones;
- correlation of students' value ideas with their immediate social environment;

Speaking about the values of education, it is necessary to consider its value for the individual and for society.

The value of education for society reflects the collective, group significance of this cultural phenomenon, and in the Soviet period of national education it was this value that came to the fore in many pedagogical concepts. Recently, priority has been given to the personal value of education, an individually motivated, biased attitude of a person to the level and quality of his education.

The personal value of education can be considered on the example of “culture of usefulness” and “culture of dignity,” concepts introduced by the famous psychologist A.G. Asmolov. A culture of utility or a culture focused on utility as the basic value of society has “the only goal ... is to reproduce itself without any changes ... education is assigned the role of a social orphan, who is tolerated insofar as one has to spend time on training, training person to perform useful official functions. ” In his opinion, the opposition to such a culture, to such a structure of society is a new type of culture focused on dignity. “In such a culture, the leading value is the value of a person’s personality, regardless of whether it is possible to get something from this person to perform a particular business or not” [1].

It is obvious that the culture of dignity requires a new foundation of education - education focused on fostering human dignity, a sense of freedom, professional and general educational (general cultural) competence. This requires a radical change in the content and organizational forms of the entire educational system, a change in the values of education as a social and cultural phenomenon.

Education (in addition to its own educational goals) performs the most important social functions in the modern information society (continuous education of the subject in the field of telecommunication technologies, communication between subjects and social institutions,

technological development of the information society, etc.) and in this sense acts as a functional mechanism, which makes possible the further development of the information society. At the same time, the goal of education is the development of a person who meets the requirements of the society in which he lives, which is reflected in the connection between education and culture.

A modern person should not only have a certain amount of knowledge, but also be able to learn: to seek and find the necessary information to solve certain problems, to use various sources of information to solve these problems, to constantly acquire additional knowledge.

Modern society needs people who know how to learn and independently work with information - only they can count on success in the information society. However, society needs young people and their cultural values, and the institution of adults must attract them with its attitudes and know its interests and goals. Basically, higher education among young people is associated with a high-paying job in the future. This point of view is understandable, since modern culture is based on entrepreneurship, business, and efficiency. Money and material well-being come to the fore. But do not forget about the spiritual aspect of this issue. After all, education should develop not only the mind, but also the culture of a person, since the learning process takes place at the stage of personality formation.

In modern conditions, education must meet the requirements that are imposed on it by society. Education acts as a socially adaptive mechanism capable of responding to social transformations, and in this sense it is necessary to develop a model of education in this way so that it (education) functions as a dynamic and flexible system capable of responding to social changes. As the experience of many countries shows, only the advanced development of the education sector forms the country's investment attractiveness and ensures a technological breakthrough.

The value potential of the category "education" is contained in its content. The value attitudes and orientations that are formed in the process of educational activity largely depend on its filling with the emotional-value component. In everyday practice, those means of pedagogical influence that are associated with the very content of education are still insufficiently used.

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