

## **THEORETICAL MODEL FOR THE FORMATION OF NATIONAL ETIQUETTE SKILLS THROUGH READING LESSONS IN ELEMENTARY SCHOOL STUDENTS**

**HAYDAROVA MARGUBA INOMOVNA**

Pedagogy Doctor of Philosophy in Science (PhD), Senior Teacher of the Department of Pedagogy Psychology, Uzbekistan Kokand State Pedagogical Institute.

**MIRHAYITOVA SOHIBA IBRAGIMOVNA**

Senior Teacher of the Department of Pedagogy Psychology, Uzbekistan Kokand State Pedagogical Institute.

**AMINOV BAHTIYOR UMIDOVICH**

Senior Lecturer at the Department of history, Uzbekistan Kokand State Pedagogical Institute.

### **Annotation**

this article explores the theoretical model of the formation of national etiquette skills through reading lessons in primary school students, as well as the fact that now students have the skills to aesthetically assess artistic images, be able to feel some aesthetic means and understand the meaning of works of art.

**Keywords:** behavior, aesthetic perception, ideological upbringing, methodological to activities, loyalty, friendship-brotherhood, feelings

Teaching elementary students to national decency is a process that consists of monitoring National behavior. This process gives the reader the opportunity not to perform bad, non-national negative behavior. If an individual is concerned about the morality of their behavior, they will have achieved socialization. Upbringing is based on the results obtained in young psychology, which is considered as a process of studying socialization, and is necessary for the student to behave disciplined, not egocentric.

It is known that our people have long been rich in spiritual qualities. In the upbringing of children by each educator and parents, the emphasis is placed on their behavior, behavior, behavior in society. Their respect for adults, their self-esteem for the little ones, their unwillingness to commit inappropriate wrongdoing were seen as a significant factor in the upbringing of the child. During this period, the emotional perception of students develops. Begins to perceive works of art and their elements such as rhythm, rima, color. Now the reader is very happy when he sees the familiar objects depicted in the work of art and tries to pass them on his imagination. Similarly, his artistic career gradually moves from simple to complex. They acquire simple qualifications not only in imaging, but also in music lessons, which begin to manifest as the first signs of their creative activity. These indicate that the aesthetic quality of artistic activity is being formed in the student as early as the primary school period. The perception of a primary student is much more developed, its accuracy and variety are manifested. Aesthetic perception during this period is based on the child's private experience

and his interests.

Now students begin to have the skills to aesthetically assess artistic images, be able to feel some aesthetic means and be able to understand works of art in its meaning. Readers can now distinguish between concepts of nationalism expressed in fiction, genres. Readers will have the opportunity to carefully listen and read fiction in relation to the younger ones, imagine heroes, understand them more deeply, rejoice in good, be uncompromising in evil. During this period, artistic and creative skills develop rapidly. Readers can now also understand the meanings of the works in which the concepts of nationalism are reflected.

Upbringing, in its essence, is a process consisting in the formation of socially positive needs. If the purpose of education is to form the mind of the student, upbringing is to influence his sphere of unconsciousness. Typically, 6-year-olds become attached to their parents who care for him. It is desirable for children to be in front of the parents to communicate with them. Words and behaviors that imply parental care are important for the child, while not caressing or leaning on him will be of negative importance. The initial socialization of behavior can occur through the learning process: the desired forms of behavior are rewarded with care and attention, while the unexpected forms are not supported. But encouraging good behavior and punishing for bad behavior is a small part of moral socialization.

The behavior we consider does not apply to all children. The role of traditions and Customs in improving the effectiveness of the education of students is great, while folk customs, traditions and rituals also have a great educational value. They bring the students closer together and develop feelings of friendship-brotherhood. These, in turn, serve as an example of a lesson for students. To work honestly on the path of happiness of an independent society; to care tirelessly for every student on the way to preserve and increase the wealth of society; to a good understanding of social duty; in public life and in personal life, salvation and truthfulness, moral integrity, humility, never allowing national and racial animosities, and so on, are important aspects of the national decency process.

The role of care is important in the process of developing national etiquette skills. Students are more likely to imitate caring teachers than indifferent teachers. When caring teachers do not support the negative behavior of the student, the child will realize the consequences of his actions earlier. In carrying out the process of developing a national etiquette skill, it is necessary to follow a good vision-based discipline in addition to care. This implies constant communication with the reader, that is, clarification, discussion, verbal reprimand if the behavior of the student requires this, as well as awarding for good behavior.

The technology for the formation of national etiquette skills in the elementary grades can be interpreted as follows:

1. The student must be understood by the teacher as a separate irreplaceable individuality. During its activity, the teacher must determine the structure of the educational needs of students.
2. It is necessary to achieve the development of positive behavior habits through the means of

positive emotions of students.

3. As Arastu said: "upbringing needs three things: Talent, Science, exercise." Arming a student with the means of satisfying positive needs is not Communication and sympathy from the teacher, it is these tools that stimulate the formation of spiritual visions. In this, great attention is paid to the development and enrichment of the feelings of students, the formation of methods of their management. At this age, moral feelings are brought up, these feelings determine the attitude of students to people around them (adults, peers and toddlers), labor, Nature, important social phenomena and the motherland.

Discipleship in primary school students consists of behavioral control. Such control gives the reader the opportunity not to perform bad behavior. If an individual is concerned about the morality of their behavior, they will have achieved socialization. The development of the concepts of nationalism is based on the results obtained in pedagogy, which is considered as a process of studying socialization: the student should motivate himself not egocentric, but the level of upbringing. During this period, the emotional perception of students develops. Later, the reader's perception becomes more refined and begins to know not only some features of nationalism, but also to perceive the aesthetic aspects of some works of art. The concepts of nationalism are perfected by the reader's awareness of the works that generate the surrounding emotional impact.

Any work of art written for elementary school students should be appropriate for their young character and level, they should instill deep thoughts in their hearts, be rich in bright images and high ideas, inspire them to work grandiose and bright, and the topics should be covered in an understandable, simple and interesting language. Because literature is the mighty weapon of our country in educating readers in the spirit of love for the motherland as a person of faith and faith. Only truly artistic works can have a strong impact on the reader and meet these high requirements. For this reason, such books also have special significance from a pedagogical and psychological point of view.

Within the framework of the study, the following components of the development of national etiquette skills in primary school students were identified: ensuring the harmony of theory with practice, identifying urgent problems of mastering the concepts of nationalism in elementary school reading lessons and being able to convey concepts to students, relying on experiments within the framework of developing national concepts, drawing up questions, such as the fact that they occupy an understanding of the content and significance of the work. From this, within the framework of the study, a theoretical model of the development of national etiquette skills through reading lessons in elementary students was developed (See Figure 1).

The Model components have a strong relationship with each other, serving as a basis for the development of national etiquette skills through reading classes. The purpose of the model was determined to develop national etiquette skills through reading classes in elementary school students. To achieve this goal, the following tasks are clarified: 1) understanding the concepts of nationalism through the direction of reading a Book; 2) Organization of developmental training; 3) development of tasks related to the content of the work.

As a methodological basis, the model laid out the following principles for the development of national etiquette skills through reading lessons in students: science; systematicity; taking into account age and psychological characteristics; one goal of teaching national etiquette in students; making a decision that the student will master national concepts in his person; an individual approach to improving national etiquette skills.

The next stage of the model was a meaningful component, which included the development of national etiquette skills through reading lessons in elementary school students, teaching to analyze according to a given work; the gradual development of national etiquette skills; the formation of the opportunity to form thinking on a work in students.

Organization of developmental training. This involves the students answering questions about the etiquette given. This allows readers to evaluate the characters of the work, to determine the link between the Life plates in the work and the idea of the work.

In elementary school reading classes, assignments that serve the development of national etiquette skills are classified according to what purpose they are aimed at as follows:

1. Questions about the development of concepts of nationalism, expressed in the content of the work.
2. Questions about mastering the game.

If the teacher envisions helping students in understanding the idea of the work, the question will be in a cause-and-effect manner. For example, in the 4th grade reading book, Anwar Obidjo's "is it easy to be polite?" the idea of the story can use questions such as "recite in your own words the greeting etiquette that Anwar Obidjan wants to say" to introduce students to the greeting etiquette, educate the culture of treatment in them and define the main point in the story.

Qambar O'taev's "where does bread come from?" (Grade 4), and based on the poem "How to make bread? "Where does the bread come from?", "Why appreciate bread?", and its content can be expressed. The task of the teacher should be to understand the content of a creative nature related to the development of concepts of nationalism and encourage independent thinking.

As a methodological basis of this model, the development of national etiquette skills in students is based on the following principles:

Science refers to the focus on the formation of educational concepts in the process of pedagogical activity aimed at the development of skills of national decency through reading lessons in primary school students. It is important that the educational aspects of each text read are justified by the teacher.

Systematicity-ensures the effective organization of the level of development of national etiquette skills. Because it is on the basis of systematicity that the process develops effectively and the necessary pedagogical conditions are created for the full-fledged use of the influence and capabilities of existing factors.

Taking into account age and psychological characteristics – requires the consideration of age and psychological peculiarities in the development of national etiquette skills in students. This allows students to develop their psychophysiological aspects in an educational way.

It is also of great importance that the development of national etiquette skills through reading lessons is aimed at one goal – its content on the system of artistic events in reading lessons, the creative use of it in the analysis process. In the stories given in the reading book, it is possible to work on the questions in a team, pair and individual way. This represents the unity of purpose of all students.

Finding out the skills of national decency in the person of a student – on the text "Sobir with the Almighty", which is contained in the 4th grade reading book, which encourages students to understand the work, "did the Sobir do it right by openly saying the reason for the delay in Reading?", that one should always speak correctly, "what would you do in his place?", which help develop students' thinking skills regarding nationalism, national decency. The teacher also assigns the attention of students to sample the heroes of the work, to distinguish between positive and negative character.

An individual approach to improving the skills of national decency in the personality of a student – an individual approach to each student is of great importance in the formation of concepts of nationality, helping to develop existing abilities in students. For example, it helps readers in a conscious and deep understanding of the content of the work, in the separation of the main point, in determining the consistency of events.

The next stage of the model is a component of the content, consisting in the development of national etiquette skills in elementary school students, the analysis of the hero of the work, the gradual development of national etiquette skills, the emergence of positive thinking in students.

The next stage of the model is the component of the process, which in itself reflects the following:

1. Design (development of a pedagogical mechanism for achieving expectations in terms of concepts of nationality).
2. Organization (choice of form, method and tools).
3. Decision making a subjective approach to the development of national etiquette skills through reading classes in primary school students.
4. Application and diagnostics of nationalism to the practice of upbringing.
5. Taking into account the pedagogical conditions that ensure the effectiveness of national etiquette skills.

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